world handbook of educational organization and statistics

WORLD HANDBOOK OF EDUCATIONAL ORGANIZATION AND STATISTICS

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PREFACE

In 1949 the General Conference of Unesco placed in the programme a resolution outlining the activities for a clearing house in general education. The assembling of basic data on educational systems was the foundation of such a project, and this led naturally to a work-plan for publishing a *World Handbook of Educational Organization and Statistics*, which was approved by the General Conference in the same year.

During 1949, the Secretariat, aided by the advice of national experts in educational statistics, prepared a questionnaire which had to be general enough to suit a variety of educational systems and yet precise enough to elicit the data needed for comparison. This questionnaire (EDUC/67) was produced in December 1949-January 1950 in English, French and Spanish, and sent to the Governments of all States, whether Members of Unesco or not.

Replies began to arrive in the second half of 1950. It was at first hoped to send the resulting MS. to press before the end of the year; but the tasks of editing, translating aud collating were such that this programme proved to be too ambitious. The date was moved forward to 1951.

For the reasons explained in some detail in the Introduction, this volume is sub-titled 'First edition—1951'. Its plan is simple. The Introduction surveys the general problems of comparable educational statistics, and refers in particular to the issues raised by the present work. Then follow, country by country, the 57 national entries. The volume ends with a glossary of terms and an index.

The ideal entry for each State comprises a short descriptive passage, bibliography, diagram, classification of school types and set of statistical tables. In fact, however, not all countries are fully represented. Some 38 States replied to the questionnaire, and their entries are more or less complete. To this number were added 19 further States for which official statistics were available in printed form, and whenever possible a brief descriptive text and bibliography have been added.

Members of Unesco staff are responsible for the final shape of the *World Handbook;* but the authors are the members of National Commissions for Unesco and national Ministries, who provided the texts and statistical data for their countries—sometimes as a result of long and painstaking research. A credit line at the head of each section indicates the responsible authority; and in cases where no reply to the questionnaire was received, a standard formula, 'based on printed sources', has been used.

In the field of education this work is the most considerable yet undertaken collectively by those who, whether in their own countries or in Paris, are associated with the organization of Unesco. Thanks are due particularly to Ministries of Education, National Commissions for Unesco and other co-operating bodies, Central Statistical Offices and many other agencies and individuals for their very generous assistance.

The Editorial Board within Unesco is a joint working party from the Department of Education and the Statistical Service, composed as follows: *Education;* Matta Akrawi (in charge), L. R. Fernig, R. Ochs. *Statistics;* B. A. Liu (in charge), M. Zakrzewski. A number of other staff members in both units have assisted in the work, either by preparing material or by checking the later versions.

A work of this size and scope contains a number of imperfections, due largely to the difficulty of securing uniformity of treatment and adequate sources of information. It is hoped, however, that this first edition will give rise to criticism and comment which may be constructively channelled into improving later editions.

STYLE CONVENTIONS IN THIS VOLUME

The text

The *World Handbook* is published in English and French. The English language text has been edited to ensure reasonably smooth reading; it should be remembered, however, that the majority of the entries are translations (whether made at Unesco or in the country of origin). For English-speaking countries the terms and usages prevailing in the country have been respected, though spelling and style are unified throughout the book.

For non-English-speaking countries divergence occurs. French terms, when used in the chapters on Belgium, France, Luxembourg, Monaco and Switzerland, are retained with little or no translation; e.g., *lycée* is taken as an acceptable foreign word for the English reader. Other countries, such as Italy, Netherlands, the Latin-American Republics, have a similar type of school, which is here rendered as 'lyceum', the normal English word, the original term in Italian or Dutch or Spanish being sometimes placed after it in brackets.

In the case of figures an arbitrary rule has been adopted, chiefly to save the text from being too much broken up. The ages of pupils, the numbering of classes and, of course, purely quantitative data, are rendered by numerals. The length of courses is always given in words. A sentence such as this is therefore possible: 'There are 5 schools providing a five-year course for pupils who enter at the age of 5 years.'

Finally, an attempt has been made to reduce capitalization and other punctuation to a minimum.

The Statistical Tables

The following symbols are used:

Category not applicable	.
Data not available	...
Magnitude nil	—
Provisional or estimated figure	*

Decimal figures are preceded by a point (.)
A space is used to separate digits in groups of three (thousands, millions).
Figures not included in the total are given in parentheses.

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COMPARATIVE EDUCATION AND INTERNATIONAL EDUCATIONAL STATISTICS

NEED FOR INTERNATIONAL STATISTICS ON EDUCATION

Unesco is entrusted by its constitution with the task of promoting the advancement of general education throughout the world. In its efforts to fulfill this task, Unesco has included in its programme various provisions for the exchange of information about educational methods, activities and achievements in different countries. This field of activity on the part of Unesco is not only of direct interest to those who specialize in the study of comparative education or the collection of international documentation or statistics; it may truly be said to involve all those, in whatever country or territory, who are concerned with the advancement of education and with the solution of their educational problems with the help of the experiences of other countries.

Comparative education is that relatively recent branch of the science of education which attempts to study educational conditions in different countries in the light of the historical evolution of educational theories and practices and of the political, social, cultural and economic development of those countries, so that increased understanding of those conditions and developments may stimulate and contribute to the general improvement of education in all countries.

Educational concepts and movements, though often characteristically national, have a way of travelling across frontiers. This process is as old as the history of education. Plato's ideas on education, originating in ancient Athens, are today a part of the universal heritage of mankind. So are also, in proportion to their recent origin, the educational theories of John Dewey growing out of the needs of contemporary American life. In the intervening two thousand and four hundred years, the amount of mutual borrowing of educational experience among nations has been so extensive that no treatise on the history of education has yet done full justice to it.

Instances of the migration of educational experience since the dawn of the history of education are almost too numerous to count. The education of Roman youth by Greek tutors, the development of the ungraded common school by the Hebrews and the Arabs for the teaching of their sacred scriptures, the spread of the knowledge of printing from China to the Western world, the growth of extensive school endowments in centres of Islamic culture, the influence of Aristotelian philosophy and scholasticism during the Middle Ages, and the travel of students for the sake of learning among the nations of the Far East beginning about the fourth century, A.D., and in both the Christian and Moslem worlds in later eras, are only the most salient examples of educational movements spreading abroad in ancient and medieval times.

In more recent periods the theory of Locke on formal discipline, that of Rousseau on education through nature, the method of group instruction of children in graded classes developed by La Salle, the growth of public education controlled by the State and supported by revenue from taxation, the system of selective examination for civil servants developed under successive Chinese dynasties, the idea of compulsory education, centralized and decentralized methods of school administration, the Herbartian methods of teaching, the Dalton plan, the activity school, adult education and fundamental education are all instances of educational theories and practices which acquired more or less international vogue.

Often, however, this educational exchange has taken the form of slavish imitation or wholesale copying of methods of organization, of school programmes and courses of study, and even of textbooks. Students of comparative education rightly look with suspicion at wholesale borrowing and adoption by one country of ideas and methods developed in another. Educational theories and practices develop as a result of the needs of their country of origin. The same conditions are seldom exactly repeated in another country. There is consequently a danger that the borrowed theories and copied practices may, to a

greater or lesser degree, be unsuited to the needs of their country of adoption.

In spite of this, a great deal of such borrowing has been going on—sometimes by choice and sometimes by the imposition of a foreign power responsible for the administration of the territory concerned. With the development of modern means of communication in the last two centuries and the accelerated movement of teachers, students and publications, the whole world has now become a stage for an ever-increasing exchange of educational theories and practices. There is no way of stopping this; nor would it be advisable to do so. Rather should it be encouraged by all the means at our disposal, so that an improvement of education throughout the world may result from genuinely co-operative international enterprise.

If this principle is accepted, it is highly important that this exchange be made intelligently and with full consideration of the various factors involved—historical, philosophical, political, social, cultural and economic—both in countries where certain educational movements are developed and in countries which may contemplate their adoption.

It is evident from this discussion of the aims and objectives of comparative education that various appropriate methods are available for the study of the subject. Chief among these are the historical, the philosophical, the descriptive and the analytical methods.

The historical and philosophical methods have long been employed by students of comparative education. In fact, the subject of comparative education is often treated as an integral part of the study of the history and philosophy of education. The purely descriptive approach, applied to educational systems of foreign countries, though often going under the name of comparative education, is obviously but a component part of it. The analytical method carries the student beyond the limited scope of the historical, philosophical and descriptive accounts of the educational systems in various countries. It involves an appraisal of educational ideas and methods in the light of the historical background, the philosophic bases, and the related political, social, cultural and economic conditions of the country concerned.

It is in this setting that the need for international statistics relating to the study of comparative education makes itself felt. Up-to-date and reliable statistics, required for an intelligent appraisal of the educational condition and achievements of a country, must include facts and figures concerning the country as a whole. Quantitative data are needed on the status and movement of the population, the stage of development of its economy, the ability of the nation to support its educational programme, and the degree to which the educational system can meet the requirements of the community.

However, it is not only the need of the student which creates the demand for internationally comparable statistics on education. The educator and the administrator, confronted with their immediate problems of education, often turn to the statistician for quantitative data to throw light on those problems. This widely felt need may be illustrated by two recent examples of the type of enquiry addressed to Unesco by educators from various countries.

An American university professor, travelling in Europe to collect materials for a research project, called at Unesco headquarters with a list of questions which he wished to have answered for all countries of the world. The questions dealt with a number of basic statistical elements relating to education, such as: definitions of school age, number of children of school age in the total population, number of these children actually in school, proportion of children entering primary school who complete the primary school course, proportion of children finishing the primary school course who enter a secondary school, etc.

An educational administrator in a south-eastern Pacific country wrote to Unesco for information on the cost of education per pupil for a number of countries in different parts of the world. The information was needed to persuade a certain school board that its own expenditure for education was not too high as compared with expenditure per pupil in other lands.

AVAILABILITY OF NATIONAL STATISTICS

Statistical data relating to the demographic, economic and fiscal conditions of various countries are becoming increasingly available through the continued efforts of national and international agencies which have long recognized the value of such data for all types of socio-economic analysis. The development of educational statistics has lagged far behind that of statistics in other fields. The reasons for this are not hard to find. In the first place, the regular collection and publication of statistics on a national scale has been a matter of slow and uneven growth in most countries. Subjects of more immediate need and tangible value, such as figures relating to territory and population, births and deaths, agricultural and industrial production, domestic and foreign trade, prices, wages and the cost of living, are generally dealt with first. Statistics on education, public health, and other social services are either left out altogether, or prepared in very rudimentary and summary form.

In the second place, education is still largely a function of local authorities or even of private ini-

tiative in many countries. Except where the administration of education is highly centralized, the national authority is often unable to gather statistical information relating to all the schools and institutions under local or private management. Hence the results of serious efforts on the part of national governments often fail to meet the most elementary requirements of completeness, recency and comparability.

Finally, educational ideas and methods, though susceptible of international exchange, cannot always be reduced to quantitative expression. On the other hand, such quantitative data as numbers of schools, teachers and pupils are not suitable for direct international exchange. International requirements for the exchange of currency or commodities, for example, create a direct demand for such statistics on the international level. They even impose a certain degree of uniformity or comparability on the nationally collected statistics. But the need for international exchange of educational ideas and methods is only partially and indirectly met by the collection of statistics. Hence there is not the same sense of urgency regarding their international collection or standardization.

Thus far, the attempts of international organizations to obtain the desirable statistics on education for international collections have often run far ahead of the actual availability of such statistics.

In 1927, a joint commission of the International Institute of Intellectual Co-operation and the International Statistical Institute, under the chairmanship of Mr. Lucien March, presented a report on the desirable elements of an international collection of educational and cultural statistics.[1] This excellent report remains the most comprehensive scheme yet drawn up for presenting statistics on the educational and cultural institutions of different countries. However, national statistics fall so far short of the expectations of the commission that the report has never been implemented. The scheme may still serve usefully as an idealized pattern, showing in detail what data are needed for a comparative study. As the original report, published in French, has long been out of print and is not generally accessible, the gist of that part which relates to statistics on education is here reproduced:

[1] *Rapport au nom de la Commission Mixte de la Statistique Intellectuelle* by Mr. Lucien March (President). Cairo, 1928.

General Higher Education

Tables for each faculty, by principal territorial divisions or by universities and institutions of higher education, including:

1. An annual list of courses by subject, with details on number of hours of lectures, etc.
2. Annual number of students enrolled, classified by sex, by nationality, and by the nature of diploma or certificate for which the students are enrolled.
3. Every five years, the number of professors, classified by sex and by category, distinguishing between national and foreign professors.
4. Every five years, the number of students benefiting from scholarship grants or exemption of fees, distinguishing between national and foreign students.
5. Annual number of students admitted to specialized advanced studies or laboratory work.
6. Every five years, the number of laboratories and workshops, with numbers of scientific and auxiliary staff, and student capacity.
7. Every five years, the number of university libraries, with numbers of books, pamphlets, periodicals, etc., annual number of readers, number of books consulted, etc., number of staff classified by permanent and temporary staff and by scientific and auxiliary staff.
8. Annual number of students receiving diplomas or certificates, classified by type of diploma or certificate.
9. Every five years, the average annual number of professors exchanged or sent on missions, expense per person, and average annual number of students exchanged or sent on missions, expense per student.
10. Every five years, numbers of student and alumni associations, with numbers of members, also number of student meeting places or residence halls and their capacity.
11. Annual number of schools or departments preparing secondary school teachers, with numbers of professors and of students, by sex and by national and foreign.
12. Annual number of institutions affiliated to universities, with numbers of professors and of students.
13. Every five years, a list of university foundations with amount of total endowment or annual income, nationality of donor, university to which it is attached, and seat of the foundation (whether in the country or abroad).
14. Annual income and expenditure of institutions or groups of institutions, classified by ordinary and extraordinary receipts and expenses, and by sources of income and chief items of expenditure.

General Secondary Education

Information on the organization of secondary education, with categories of institutions, list of courses, duration of courses, age at entrance to secondary schools, and conditions of admission to higher education. In addition, for each territorial division:

15. Annual number of institutions, given separately for boys, for girls, and for mixed institutions, number of students classified by national and foreign, by resident and non-resident, number of students receiving scholarships or exemption of fees, number of students who passed final examinations and number of those who obtained diplomas permitting admission to higher education, number of teachers by sex and by category of status.
16. Every five years, for all types of institutions, the number of pupils in each class or grade at the beginning of the period, by sex, with the number of repeaters if possible, also the numbers of classes with 10 or less pupils, 11-30 pupils, 31-100 pupils, over 100 pupils.
17. Every five years, the number of schools in the whole country, with numbers of pupils at the beginning of the period, resident and non-resident, and by nationality, of those benefiting from scholarships or from exemption of fees, of those passing final examinations with admission and without admission to higher education, and numbers of teachers by sex and by nationality.
18. Every five years, for each category of institution, total income and expenditure, ordinary and extraordinary, classified by sources of income and chief items of expenditure.

Training of Primary School Teachers

Information on the conditions of recruitment and methods of training of teachers, whether by special schools or otherwise, together with tables showing:

19. Annual number of teacher training schools, giving separately those for the training of young men and young women, with number of students, classified by national and foreign, number of recipients of scholarships, and number of teachers, by sex.
20. Every five years, number of special training courses for primary school teachers, classified by type of courses, with numbers of students and teachers by sex, and number of students passing final examinations.

Primary Education

Information on legislation relating to primary education, compulsory school age limits, etc., including organization of schools of different levels (infant schools, primary schools proper, higher primary schools), together with tables on:

21. Annual number of infant or maternal schools, with numbers of teachers and pupils, by sex, and number of pupils leaving school, classified according to whether they can or cannot read and write.
22. Annual numbers of primary schools for boys, for girls, and mixed schools, classified as with and without manual instruction. Numbers of pupils enrolled in the schools, by sex, numbers of pupils attending school at the time of maximum attendance, numbers of pupils attending school on a given day in the winter and in the summer, and number of pupils passing final examinations.
23. Every five years, the number of school principals and the numbers of teachers graduated from normal schools, of those with and without certificates for teaching in a primary school, and of those teaching in boys' schools, in girls' schools, and in mixed schools, also the number of teachers of either sex who belong to a religious order.
24. Every five years, the numbers of schools having 1 class only, 2-4 classes, more than 4 classes; having 10 or less pupils, 11-50 pupils, 51-200 pupils, more than 200 pupils; numbers of classes having 10 or less pupils, 11-30 pupils, 31-60 pupils, more than 60 pupils; with numbers of schools having open-air classes and having a section for abnormal or mentally-retarded pupils.
25. Every five years, number of schools possessing a school library, of those possessing materials for scientific demonstrations and of those having health examinations, together with numbers of pupils of either sex in these schools.
26. Every five years, numbers of special types of primary or elementary schools (regimental schools, prison schools, immigrant schools, reform schools, special schools for abnormal children, schools for children of parents without fixed residence, such as boatmen and migrants), with numbers of pupils and numbers of teachers, with and without certificates for teaching in ordinary primary schools.
27. Annual numbers of higher primary schools, giving separately those with and without specialized instruction, with numbers of years of study, numbers of classes, numbers of teachers of either sex, and numbers of pupils passing final examinations.
28. Every five years, population of school age corresponding to age limits of primary schools, by sex, number of persons of either sex aged 20-49 at the time of the last census, number of such persons who can both read and write; number of mili-

tary conscripts whose literacy status is known, and number of those who can read and write; also number of newly-married persons, and number of those who can sign their marriage certificates.

29. Every five years, total income, ordinary and extraordinary, for primary education, by source of income, and total expenditure for maintenance of buildings and supplies, for salaries of teaching and other staff, and for scholarships and other expenses.
30. Every five years, number of special school funds (for free books, food, clothing, etc., to pupils), with number of pupils of either sex benefiting from these funds, and total amounts spent during the year; number of school savings banks, with number of participants and total amount of deposits during the year; number of school mutual-aid funds, with number of participants and number of cases aided, and total expenditure for the year; also other auxiliary institutions of a similar nature.
31. Every five years, number of continuation courses at the primary level, by day and night courses, with number of teachers, number of regular pupils in attendance, and number of certificates awarded; also apprenticeship and other special courses, with number of pupils.

General Adult Education

32. Number of people's universities and university extension centres, with number of persons of either sex attending such centres, and number of teachers, lecturers, etc.
33. Number of institutions offering correspondence courses, with number of persons of either sex taking the courses, and number of teachers.

Specialized Education (Higher and Ordinary Levels)

Information on the organization, objectives and programmes of such schools and, for the whole country in the case of higher level schools and for each territorial division in the case of others:

34. Annual list of institutions of higher agricultural education, with number of years of study, numbers of teachers with and without special certificates, numbers of students of each year of study, total numbers of national and foreign students, number of diplomas given, and numbers of students benefiting by scholarships and by exemption from fees.
35. Annual number of all types of elementary or secondary schools of agriculture, with number of years of study in each type of school, numbers of teachers with and without special certificates, number of pupils, number of certificates and diplomas given, etc.
36. Every five years, number of regional agricultural teachers, number of lectures given, and number of localities where lectures are given, also number of itinerant agricultural schools, with number of teachers, number of courses given and number of localities where such courses are given.
37. Annual list of higher technical, industrial or commercial schools, with number of years of study, number of teachers, number of students, number of certificates and diplomas given, etc.
38. Annual number of elementary or secondary technical, industrial or commercial schools, numbers of teachers with and without special certificates, number of pupils, and number of pupils benefiting by scholarships and by exemption from fees.
39. Annual list of schools for public administration (postal service, telecommunications, police, archives, libraries, etc.), with number of years of study in each school, numbers of teachers and students, and numbers of students benefiting from scholarships.
40. Annual list of military schools (for the training of officers, junior officers, etc., in the army, navy, air force, etc.), with numbers of years of study, total number of teachers and of students, and numbers of students benefiting from scholarships.
41. Annual list of higher schools of fine arts, with numbers of years of study, number of teachers of either sex, numbers of national and foreign students of either sex, and numbers of students benefiting from scholarships, etc.
42. Annual numbers of elementary or secondary schools of fine arts, by category of school, with numbers of years of study, number of teachers, number of pupils, etc.
43. Annual number of schools for social or philanthropic services (nurses, social workers, etc.), by category, with number of years of study, numbers of national and foreign teachers, numbers of national and foreign students, numbers of students benefiting from scholarships, etc.
44. Annual list of higher schools of religious education (exclusively for the recruitment of the clergy), and annual number of such schools at other levels, with numbers of years of study, numbers of national and foreign teachers, numbers of national and foreign students, number of students benefiting from scholarships, and number of students leaving the school to enter the Church.

This comprehensive but ambitious proposal for the international collection, annually and quinquennially, of statistics relating to education at all levels, was never realized, though the work of the joint commission did lay a foundation for later, more modest efforts on

the part of international bodies interested in the same general programme.

A considerably reduced outline of essential elements of university statistics was proposed in 1935 by Professor Vincenzo Castrilli, of the International Institute of Intellectual Co-operation.[1] After examining the available statistics on higher education from seven European countries (France, Great Britain, Germany, Hungary, Italy, Spain and Sweden), Professor Castrilli proposed the following basic elements as appropriate for international collection of statistics on university education:

1. Number of students:
   (a) By categories according to the organization of universities in the respective countries (for example, in Great Britain, by full-time and part-time students).
   (b) By sex.
   (c) By nationality, i.e., nationals, colonials, and foreigners, given for the total number of university students, and eventually for each type of institution.
   (d) By the nature of the diploma for which the students are enrolled (for example, in France, State diplomas—*licence*, *doctorat*, etc.—and university diplomas—*doctorat d'université*, *diplômes* and *certificats*).
2. Number of diplomas awarded, by type of diploma, and by sex and nationality of the candidates. These statistics, which should be given by faculties, as in the case of number of students, should refer to the whole calendar year. Further, for certain countries, the number of diplomas awarded by the State permitting the exercise of certain professions should also be added.
3. Number of professors, readers, assistants, etc., by categories sufficiently precise and detailed to distinguish in particular, by faculties, the staff who do the actual teaching from those who give practical instruction.
4. Data regarding the ordinary and extraordinary budgets for higher education, sufficiently detailed to distinguish between such essential categories of income as grants from public authorities, grants from private sources, interest on endowments and investments, tuition and examination fees; and categories of expenditure such as salaries of professors and assistants, salaries of administrative staff, maintenance of buildings and supplies and other administrative expenses, maintenance of laboratories, libraries and museums, grants for scholarships and for other types of assistance to students.

[1] *La statistique universitaire*, by Prof. Vincenzo Castrilli, in *l'Organisation de l'enseignement supérieur*, Vol. I, Paris, 1936, pp. 301-30.

How far the available national statistics fall short of meeting such expectations may be seen from the analytical table on the next page which shows the availability of selected statistical items in recent issues of statistical yearbooks published by 43 countries. It is obvious that until national statistics on education are more generally available, any international collection must be satisfied with rather modest lists of essential items.

PREVIOUS INTERNATIONAL COMPILATIONS

In spite of the large gaps in the availability of national statistics on education, a number of attempts have been made to meet the insistent demands for such information on the international level. Perhaps the most comprehensive effort in this direction, covering a large part of the world and embracing all levels of education, was made by the International Bureau of Education in Geneva, which published in 1932 a pioneering volume on *l'Organisation de l'instruction publique dans 53 pays*.

Of the 53 countries and territories represented in this volume, 31 were in Europe, 11 in the Americas, 5 in Asia, 3 in Africa, the remaining 3 being Australia, New Zealand and the U.S.S.R. The statistical data, however, included only total population, number of children of school age, percentage of these children attending school, and total number of pupils in each level of education or category of school. These statistics referred to various years between 1923 and 1930.

The bulk of the volume consisted of a diagram showing the school organization in each country, accompanied by an explanatory text covering the organization of each level and type of education shown in the diagram, with an additional paragraph dealing with school examinations and the passage of students from one type of school to another. Short bibliographical references were also included for most of the countries surveyed.

From 1933 till 1939 the Bureau also published in its *International Yearbook of Education* fuller and more up-to-date statistics on numbers of schools, pupils and teachers by public and private institutions at different levels, with, in later volumes, additional data on budget expenditure on education and on minimum and maximum salaries for men and women teachers at each level of education.

Meanwhile, the International Institute of Intellectual Co-operation published, in 1936 and 1938, two volumes on *l'Organisation de l'enseignement supérieur*, covering 18 countries and presenting fairly detailed information relative to the organization, administration, finance, teaching staff and

TABLE I. Number of national statistical publications containing data on selected educational items

Subject and item	Number of publications
TOTAL NUMBER OF PUBLICATIONS EXAMINED	43
A. Pre-school education	25
B. Primary education:	
1. Number of school-age children	15
2. Total number of primary schools	38
3. Numbers of public and private schools	20
4. Numbers of urban and rural schools	12
5. Total number of teachers	34
6. Number of teachers by sex	20
7. Number of teachers by qualification	5
8. Total number of pupils enrolled	40
9. Number of pupils by sex	23
10. Number of pupils by age	6
11. Number of pupils by grade or year	16
12. Average number of pupils in attendance	10
13. Number of pupils completing primary school	13
C. Secondary and vocational education:	
1. Total number of schools	34
2. Numbers of schools for boys, for girls and of mixed schools	9
3. Numbers of public and private schools	20
4. Numbers of general and vocational schools	29
5. Total number of teachers	29
6. Number of teachers by sex	17
7. Number of teachers by qualification	6
8. Total number of pupils enrolled	40
9. Number of pupils by sex	26
10. Number of pupils by age	5
11. Number of pupils by grade or course	15
12. Number of pupils who graduated or passed final examinations	22
D. Teacher training:	
1. Total number of teacher-training institutions	28
2. Total number of teachers	21
3. Number of teachers by sex	12
4. Total number of students	33
5. Number of students by sex	25
6. Number of graduates or of certificates awarded	21
E. Higher education:	
1. Total number of universities and other higher education institutions	29
2. Numbers of public and private institutions	13
3. Total number of teaching staff	26
4. Number of teaching staff by faculty or branch of study	10
5. Number of teaching staff by sex	8
6. Total number of students enrolled	37
7. Number of students by faculty or branch of study	30
8. Number of students by sex	26
9. Numbers of national and foreign students	5
10. Number of students by degree or diploma for which registered	3
11. Total number of graduates or of degrees and diplomas awarded	27
12. Number of graduates or of degrees awarded, by faculty	26
13. Number of graduates or of degrees awarded, by sex	17
14. Number of graduates by type of degree or diploma awarded	14
F. Educational expenditure:	
1. Total income and/or expenditure for education	23
2. Income and expenditure by level or type of education	14
3. Income by source	14
4. Expenditure by object	10

NOTE. The following countries are included in this examination: Argentina, Australia, Austria, Belgium, Brazil, Canada, Ceylon, China, Colombia, Costa Rica, Cuba, Denmark, Dominican Republic, Egypt, Finland, France, Honduras, Israel, Italy, Japan, Lebanon, Luxembourg, Mexico, Netherlands, New Zealand, Nicaragua, Norway, Panama, Paraguay, Peru, Philippines, Poland, Portugal, Salvador, Spain, Sweden, Switzerland, Turkey, Union of South Africa, United Kingdom, United States, Venezuela, Yugoslavia. Only publications since 1946, available in the Unesco Secretariat, have been consulted.

students of universities and other institutions of higher education. A special chapter in Volume I was devoted to statistics on higher education from seven European countries, referring to various years between 1911 and 1935 and giving numbers of students by faculty and by sex.

Among other publications containing international compilations of statistics on education which appeared in various countries, it is sufficient to mention the *Educational Yearbook* of the International Institute, Teachers College, Columbia University, and the *Year Book of Education* published under an editorial board in association with the University of London Institute of Education. The former appeared under the editorship of Professor I. L. Kandel in 21 volumes, from 1924 till 1944, with statistical data relating to various countries of the world. The latter publication, which appeared in nine volumes between 1932 and 1940, under the editorship of Lord Eustace Percy, was devoted primarily to educational conditions and developments in the countries of the British Commonwealth and various European countries. In 1948, after a lapse of seven years, the publication was resumed under the joint editorship of Professor J. A. Lauwerys of the University of London Institute of Education and Dr. Nicolas Hans of King's College. The scope of the work was extended to include discussion of particular educational problems and trends throughout the world.

The *United Nations Statistical Yearbook*, first published in 1949, included a summary table on educational institutions for over 70 countries and territories, giving numbers of schools, teaching staff and students by levels of education, in some cases for one

pre-war and one post-war year. The second issue, published in 1950, covered 129 countries and territories, with the same type of data for one recent year, usually between 1946 and 1949.

Some statistical information on education in general, but more especially on higher education, is to be found in *Universities of the World Outside U.S.A.*, published in 1950 by the American Council on Education. This volume is particularly valuable for its detailed presentation of information relating to individual universities and other institutions of higher education in more than 70 countries outside the United States of America.

THE UNESCO PROJECT FOR AN EDUCATION YEARBOOK

In September, 1946, during the first year of Unesco's life, the Preparatory Commission of Unesco made two proposals bearing on the collection and publication of statistics on education.[1] The first was a proposal to appoint a committee on educational statistics. In the words of the Preparatory Commission:

'This Committee should resume the work started in this field before the war and collaborate closely with the Statistical Commission of the United Nations. It should:

(a) Assist in the co-ordination of national educational statistics and the improvement of their comparability.
(b) Assist in the standardization of educational terminology.
(c) Advise the members on general questions relating to the collection and interpretation and dissemination of statistical information; and
(d) Promote the improvement of educational statistics.'

The second proposal was that: 'Unesco should publish an international education yearbook, the first volume to appear in 1947. This yearbook should, in addition to statistical data, etc., provide a link with students of international education through articles, surveys, and accounts of research.'

These two proposals were adopted by the General Conference of Unesco at its First Session, held in Paris, 20 November to 10 December 1946.[2] Subsequently, the Executive Board of Unesco, at its Session of 10-15 April 1947, approved the inclusion of this activity in the programme of Unesco for 1947, in the following terms:[3]

'2. Educational statistics.

'In collaboration with a committee on educational statistics the following activities will be carried on:

(a) Assist in the co-ordination, standardization and improvement of national educational statistics.
(b) Assist in the standardization of educational terminology.
(c) Advise Member States and inter-governmental organizations on general questions relating to the collection, interpretation and dissemination of statistical data on education.
(d) Explore the possibility of publishing an international education yearbook, which should contain information on educational policies and trends as well as statistics.'

In the meantime, the Unesco Secretariat had convened a committee of experts which met in Paris (30 March-1 April 1947) to consider the details of a plan for the preparation of such a yearbook. This committee consisted of: Dr. Ph. J. Idenburg, Director-General of the Netherlands Central Bureau of Statistics, who acted as chairman; Mr. A. Rosier, Director of the Bureau Universitaire de Statistique of France; Dr. P. Rossello, Assistant Director of the International Bureau of Education at Geneva; Professor V. Prihoda of Czechoslovakia; Prof. J. A. Lauwerys of the University of London Institute of Education; and Dr. Nicolas Hans, Reader in Comparative Education, King's College, London.

The committee also had the benefit of various comments and suggestions communicated in writing by a number of other eminent statisticians and educators, including Professor I. L. Kandel of Teachers College, Columbia University; Professor H. W. Holmes of the Graduate School of Education, Harvard University; Dr. John E. Robbins of the Dominion Bureau of Statistics, Canada; Mr. A. Koller, Director of the Bureau Fédéral de Statistiques, Switzerland; Professor R. C. Mills, Director of the Office of Education, Australia; Professor F. Schneider of the University of Salzburg, Austria; and Professor A. Texeira de Freitas, Director of the Statistical Service, Ministry of Education and Health, Brazil.

In shaping the final questionnaire a number of considerations had to be taken into account. The desirability of collecting detailed statistics carried with it the danger of preparing so full a document that most States would ignore it because of the heavy burden involved in answering it. It was difficult, also, to assess the stage of development of national statistics so that some form of mean might be struck. The experts consulted all came from advanced countries from which, in general, it was not difficult to secure the statistics; and many of the questions

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[1] Unesco. Preparatory Commission. *Report on the Programme of the United Nations Educational, Scientific and Cultural Organization*, London, 1946.
[2] Unesco. *General Conference, First Session*, Paris, 1947.
[3] *Idem*, Appendix, p. 273.

originally drafted had to be pared away to suit less favoured situations. The final selection of questions was guided by two principles: for a general survey, basic rather than specialized statistics should be sought; and the likelihood of the statistics being available in the largest number of countries should govern selection among these basic questions.

For reasons of internal reorganization, the project was put off until 1949, when a questionnaire was finally prepared and dispatched, in English, French, and Spanish versions, to 72 countries, not including non-self-governing and trust territories. This questionnaire was in four parts, requesting from the countries the following data:

I. A description of the educational system in the country, including information on such topics as: the legal basis of education; educational administration and finance; organization of the public school system; adult education, fundamental and mass education; independent schools; school buildings, equipment and supplies; education and status of teachers; school health service and physical education; role of youth groups in education; special problems and recent trends; and a short bibliography.

II. A diagram illustrating the organization of the school system.

III. A table showing the classification of all types of schools in the country, giving for each type of school the normal age of entrance, duration of courses in years, types of schools from which pupils may enter, and certificates, diplomas or degrees granted on completion of the courses.

IV. Statistical data, given separately for public schools and independent (private) schools, for one pre-war year (around 1937) and one post-war year (latest year available), classified by type of school for each level of education:
   1. Number of schools for boys, for girls, and mixed schools.
   2. Number of classes.
   3. Number of regular full-time teachers, by sex.
   4. Number of regular full-time pupils, by sex.
   5. Number of pupils who were graduated during the school year, by sex.
   6. Age distribution, for either sex or for both sexes, of pupils enrolled in all public and independent schools (latest year available).
   7. Expenditure on education for one year (latest available).
   8. Types of post-school, part-time education, with number of units, number of instructors, by sex, and number of students enrolled, by sex.

Additional information was asked for concerning definitions of 'school' and 'class' as related to the statistics, and concerning graduation—whether dependent upon passing school or State examinations or meeting other requirements. Space was left also for available figures on: total number of one-room primary schools; total number of part-time teachers in elementary and secondary schools and in higher education; total number of part-time students taking regular courses in secondary schools and in higher education; total number of universities, colleges and higher technical schools.

A total of 38 returns had been received by the end of March 1951, about 14 months after the dispatch of the questionnaires. They were in all degrees of completeness, ranging from a few typewritten pages of information accompanied by some scattered figures to a complete set of all the data requested, supplemented by copious documentation of printed and other materials.

These returns were edited jointly by the Department of Education and the Statistical Service. In all cases, the data were compared with, and often supplemented by, documentary and statistical material available in the Unesco Secretariat. Where returns from countries were not received in time an attempt was made to prepare, within the limits of the resources available to the Unesco Secretariat, some descriptive and statistical data; in this way a further 19 countries were added, bringing the *Handbook* total to 57. The synoptic table on the previous page shows, for each country included in the *Handbook*, the kinds of descriptive, reference and statistical data presented.

The process of preparing material for the press has brought out more clearly than ever the problems mentioned in earlier sections of this Introduction. These may be briefly resumed here, in direct reference to the text of the *Handbook*.

Problems of Terminology

It is rare to find a term or concept on which there is any measure of agreement.

Variations exist in the fundamental categories such as 'school', 'class', 'pupil' or 'student'. Thus 'school' may refer to a one-room rural school with no more than two dozen children and one teacher, or to a large city institution containing 8,000 or even more students and a corresponding number of classes and teachers. It may be a school of one type or it may combine several levels of education on the same premises and under the same administration. It may refer to one university or to the several faculties within a university. The solution adopted was to define each separate institution of a given type, and each faculty of a university, as one unit; but as may be seen from the text, it is not at all certain that all countries produced their statistics on that basis.

TABLE II. Synoptic table of contents in this *Handbook*

Country	Description	Bibliography	Diagram	Classification of schools	Statistical tables: Summary, Pre-war year	Statistical tables: Summary, Post-war year	Statistical tables: Age-sex distribution, Year	Statistical tables: Higher education, Year	Statistical tables: Educational expenditures, Year
Argentina	×	×	...	...	...	'46	(A)'46	'46	...
Australia	×	×	×	×	'37	'47	(A)'46	'48	...
Austria	...	...	...	...	'36/'37	'48/'49	...	...	...
Belgium	×	×	×	×	'38	'48	'48	'49	(t)
Bolivia	×	×	×	×	...	'50	'50	'50	...
Brazil	×	×	×	×	'36	'46	...	...	...
Bulgaria	×	...	×	×	...	...	...	...	...
Canada	×	×	×	×	'37	'47	'47	'47	'47
Ceylon	×	×	×	×	'37	'49	(A)'49	'48	(t)
China	×	...	×	×	'37	'45	...	...	...
Formosa					...	'49	'49	...	...
Colombia	×	×	...	...	...	'47	'47	'47	...
Costa Rica	...	...	...	...	'38	'50	...	...	...
Czechoslovakia	×	×	...	...	'36	'45	...	'46	...
Denmark	×	×	×	×	'37	'47	'48	...	...
Dominican Republic	×	×	×	...	...	'49	...	...	...
Ecuador	×	×	×	×	'36	'48	(A)'48	'48	'48
Egypt	×	×	×	×	'37	'48	...	'48	...
Finland	×	×	×	×	'36	'48	...	'48	'48
France	×	×	×	×	'37	'48	'48	'48	...
Hashemite Jordan	×	...	×	×	...	'49	...	...	(t)
Honduras	×	×	...	...	...	'47	...	...	...
India	×	×	×	×	'36	'48	(A)'46	...	'48
Indonesia	×	×	×	×	'37	'49	...	'49	...
Iran	×	×	×	×	...	'48	...	...	...
Iraq	×	×	×	×	'37	'50	'48	...	...
Irish Republic	×	×	×	×	'36	'43	...	...	...
Italy	×	×	×	×	'36	'47	...	'47	(t)
Japan	×	×	×	×	'37	'50	...	...	'48
Kuwait	×	...	...	...	...	...	...	...	...
Lebanon	...	...	...	...	...	'46	...	...	...
Luxembourg	×	×	×	×	'38	'48	...	...	(t)
Mexico	×	×	×	×	'35	'49	...	...	'49
Monaco	×	...	...	...	'36	'49	...	...	...
Netherlands	×	×	×	×	'38	'48	'47	'48	'47
New Zealand	×	×	×	×	'37	'48	'48	'48	'48
Norway	...	...	...	...	'35	'46	...	...	...
Panama	×	×	...	...	'37	'46	(A)'47	...	...
Paraguay	×	×	...	...	'36	'47	...	'47	...
Peru	...	...	...	...	'37	'48	...	'46	...
Philippines	×	×	×	×	'36	'48	...	...	'48
Poland	...	...	...	...	'37	'46	(A)'46	'46	...
Portugal	×	×	×	...	'36	'48	...	'48	'49
Salvador	×	×	×	...	...	...	(t)	...	...
Saudi Arabia	×	×	×	×	...	'49	...	...	(t)
Spain	...	...	...	...	'35	'47	...	'47	...
Sweden	×	×	×	×	'36	'48	'45	'48	'48
Switzerland	×	×	×	×	'36	'48	...	'48	'48
Syria	×	×	×	×	'36	'49	(A)'49	'49	...
Thailand	×	×	×	×	'37	'49	'49	'49	'49
Turkey	×	×	×	×	'38	'48	...	'48	'48
Union of South Africa	×	×	×	×	'37	'47	(A)'47	'46/'47	(t)
Union of Soviet Socialist Republics	×	×	×	×	...	...	...	...	(t)
United Kingdom:									
England and Wales	×	×	×	×	'37	'48	'48	'47	(t)
Northern Ireland	×	×	×	×	'37	'48	'48	'48	(t)
Scotland	×	×	×	×	'37	'48	'48	'47	(t)
United States of America	×	×	×	×	'37	'47	'47	...	'48
Uruguay	×	×	...	...	...	...	...	...	...
Venezuela	×	×	...	...	'37	'47	'47	...	...
Yugoslavia	×	×	×	...	'38	'49	(A)'49	'49	...

NOTE. × available; ... not available; (A) age-distribution only; (t) some data given in descriptive text.

'Class' may refer to one age-group, studying under one teacher in a single room; or it may be a composite group of differing ages and levels in a one-teacher school; or it may cover the various sections of the same school year. In some replies to the questionnaire it was even taken to mean type of school, e.g., three variants of the primary school pattern might be said to constitute 'three classes' of primary school! In view of this lack of uniformity, it was decided to omit this category from the statistical tables.

Even the terms 'student' and 'pupil' have a certain ambiguity, especially at the secondary, vocational and higher education levels; a student may be working full-time at his studies or he may only be taking one course of two or three hours a week. With 'student enrolment' the matter becomes more complex: in many countries the enrolment tends to rise at the beginning of the school year and to become stabilized after one or two months, so that the accuracy of enrolment statistics depends to some extent on their timing during the school year. It was felt impracticable to take this factor into account in the *Handbook*. The method by which enrolment figures are collected nationally also varies. In some cases they are related to attendance, so that the resulting total is more accurate; but this is not a general rule.

The category 'teachers' shows similar differences of definition. In systems where all teachers have civil service status and grades and there is little private education, the position is fairly clear. More often there is a shading off to the less uniformly qualified teaching staff to staff, employed part-time and perhaps to teachers who work in several schools at once.

One might also consider 'educational expenditure' as a fundamental category. The financing of education is so intimately bound up with a country's political framework, and so often distributed between various government and private bodies, that full national statements are hard to come by. The synoptic table on the opposite page shows the lack of data in this respect.

Problems of a similar order arise in relation to the terms used for denominating institutions. The 'primary school' varies tremendously from one country to another. It may be a school with a 4, 5, 6, 7 or 8 years course, taking children anywhere between 5 and 8 years of age and ending anywhere between 11 and 14 years of age. Moreover, usage varies even within these limits. 'Primary' may denote the first stage of education as a whole; in some countries it covers the upper levels of that stage (with 'elementary' used concurrently for the lower level); and in others again 'primary' is applied specifically to the lower classes of a school (with the connotation of leading on to 'secondary').

The 'secondary school' shows a similar variation in its duration and age range. A further complication appears as the content of education broadens out: the secondary school may be entirely academic in nature, with 'vocational', 'technical' or 'professional' education provided in distinct establishments, or the term 'secondary' may cover all phases of post-primary education.

The institutions providing 'technical' and 'higher' education are extremely varied and no uniform terminology exists here. Apart from differences in the age-range of students, duration of courses and complexity of curricula, a further problem arises in estimating the equivalence of studies, or at least of the certificates or degrees conferred at the end of courses.

The terminology difficulty has been felt most strongly in the marginal or limiting cases. By making categories broad enough—e.g., primary education, secondary education, etc.—one succeeds in grouping most of the recognized establishments. But since each country's educational system is a continuum, any non-national method of classification tends to set arbitrary limits: this is clear in the overlap between primary and secondary levels which 'continuation classes' represent.

The *Handbook* contains two attempts to outline the extent and nature of the problem of terminology. For most countries there is a classification table with a brief description of each school type. These national classifications are gathered together, along with terms for fundamental categories, in the Glossary. No attempt is made, at this stage, to suggest definitions for educational terms.

Problems of Comparability

A direct outcome of variations in usage from country to country is the problem of drawing comparisons between countries. Experience with this *Handbook* has shown how little comparability there can be, so long as there exists no standard definition of the main categories. For this reason—because it is realized that this work is not a compilation of comparable data—the *Handbook* is printed in national sections. In ideal form it would comprise a grouping of similar data into regional or international tables, with totals; but that is for the future.

The question is not simply one of arriving at a set of internationally accepted definitions of 'primary school', 'secondary school', 'teacher', and the like. The method of compiling statistics is also important. An example of this is the problem of double counting, seen most clearly in higher education when student enrolment by faculty is measured. Then, too, there is the obvious need for all statistics to refer to the same point in time, and not to different years (or times in the year) for different countries.

Problems of Description

The original questionnaire asked for a national descriptive text of some 2,500 words. A study of the replies showed that this required a considerable *tour de force*. Only the most highly developed States, with many statistical and descriptive publications coming out regularly, can succeed in thus reducing their systems to essentials. Since the object of this *Handbook* is to present national data as intelligibly as possible, it was decided to leave the descriptions in their present form, however they may vary in length or conciseness. The repetition in subject-matter that may run through a description, diagram, classification and set of statistical tables has also been deliberately preserved; a more rational method of presentation may be evolved later as the result of discussion among users of the *Handbook*. In certain cases where statistical data seemed too incomplete to be presented as tables in the usual place, they have been inserted in the descriptive text, either as short statements of quantity (this is especially the case in regard to adult education) or as unnumbered tables.

POSSIBLE USES OF THIS HANDBOOK

Despite all its imperfections, this *Handbook* represents a modest attempt to meet the real need for an up-to-date international compilation of information on educational systems and on existing types of schools, together with available national statistics on education. As such it is of immediate value to all those engaged in the work of education, as a source of reference concerning educational conditions and developments in most of the principal countries of the world.

The descriptive and graphic parts of the volume can be of further use, not only in helping the reader to understand and interpret the statistics, but also in presenting the background of current educational trends and problems in the respective countries. This can be of particular interest to students of comparative education and to those administrators in various countries who are seeking to solve their own problems in educational matters.

The tables showing the classification of all types of schools existing in the different countries constitute a special feature of this volume and may be of particular value to those students of comparative education interested in the structural characteristics of the school systems in different countries. Incidentally, these tables can serve as the background for any future work on the standardization of educational terminology which may be undertaken by Unesco and other international bodies.

Finally, the collection, compilation and publication of the materials included in the statistical data in this volume, for which the co-operative effort of many governments, organizations and individuals is required, cannot but have the effect of stimulating all these bodies to make redoubled efforts for the further improvement of the state of national education in general and national educational statistics in particular.

In this connexion, Unesco is initiating a further scheme for the improvement of the international comparability of statistics on education and culture. Problems of terminology, definitions, methods of classification and tabulation of statistical data, and related questions will be studied and discussed with the help of experts in the various fields.

It is sincerely hoped that all educators and statisticians into whose hands this volume may come will address any criticism, comments or suggestions to the Unesco Secretariat, where they will be gratefully received and carefully considered in any future plans and projects contemplated in this field by Unesco.

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NO. 477

ARGENTINA

Total population
(estimate: mid-year 1949)
16 818 000

Based on printed sources

LEGAL BASIS AND ADMINISTRATION

In the main the National Constitution regulates the organization of public instruction. Article 5 recognizes the autonomy of the provinces, provided that their own Constitutions conform to the principles, guarantees and declarations of the National Constitution and that, among other things, these provinces provide for primary education.

Article 68 lists the powers of Congress and paragraph 17 notes that Congress is responsible for the organization of general and university education. The expression 'general education' has given rise to many controversies about the inclusion or non-inclusion of primary education, the organization of which, according to article 5, belongs to the provinces. As a matter of fact, the Government gives unremitting help to the provinces for the support of primary education.

Public education (whether national, provincial or municipal) and private education are under the direct or indirect control of the State, since it takes charge of plans of studies and examinations. There is a very strong trend towards centralization.

The law admits, for instance, equality between State secondary schools and those created by provincial governments, but the latter establishments must follow official curricula. If private secondary schools wish to prepare their pupils for national examinations, they have to permit inspection by the State and adopt official study plans.

State intervention is constantly increasing. Under certain conditions, subventions are granted to provincial education and elementary schools are set up in provinces which ask for them. State action is extending also through the creation of institutions or organs to complete the work of the school — medical assistance, co-operatives, 'school homes' *(hogares-escuelas)*, school meals, etc.

The organic law of the Ministries (7 July 1949) provides that civil education at all levels depends on the Minister of Education but, at the same time, it allots to other Ministries responsibilities related to education. For example, it assigns workers' technical training to the Ministry of Labour and Welfare and the direction of agricultural education to the Ministry of Agriculture. This law describes in detail the types of institution and of activity which fall within the province of the Ministry of Education.

The first article of the decree of 4 September 1947 indicates that national public education will aim to make Argentinians completely aware of their heritage, with a true vision of their nation's great destiny and an unflagging will to serve their country and humanity.

The third article of the same decree deals with public education, which should be free, democratic and imbued with a profound sentiment of social justice.

ORGANIZATION OF THE SCHOOL SYSTEM

PRE-SCHOOL EDUCATION

Kindergartens are open to children from 3 to 5 years of age. The aims of pre-school education are to teach the child to live with his fellows, to watch over his physical development and his character formation. The kindergarten teacher is asked to devote special care to the child's adaptation to his new surroundings, to his sensory and motor training, to the formation of habits of order and discipline, to the enriching and correcting of his use of the language and, lastly, to his spiritual development.

PRIMARY EDUCATION

The legal organization of the primary school is defined by Law No. 1420 of 6 July 1884, certain articles of

which have subsequently been modified or suppressed. The various chapters of this law refer to the general principles governing public instruction in primary schools, to technical and administrative inspection of schools, to financial resources, to the direction and administration of public schools, to popular libraries and private schools.

Among the changes introduced in this law during the years, it should be noted that :

Law No. 4,558 of 17 June 1905 modifies the contributions for the common fund for schools.

Law No. 4,874 of 19 October 1905 refers to the creation of national primary schools in provinces requesting them.

Chapter VI—'Direction and administration of public schools'—has not been applied since the National Council of education was replaced by the Directorate-General of primary education.

In primary, post-primary, secondary and special public schools, the teaching of the Catholic religion has been introduced as a regular subject in the various study plans. Pupils of other religions are free to worship as they wish; such pupils take a course of ethics (law No. 12,978 of 17 April 1947).

Primary instruction is compulsory and free. Rural schools must give to the child a love of country life, guide him and shape him vocationally for rural labour. With this aim in view, special establishments are set up to train the teachers of these schools.

The primary school comprises six classes *(grados)* the first of which is composed of a lower and a higher grade.

Official programmes may be adapted to a certain extent to local conditions and needs. Two major divisions may be noted: the first, a subject curriculum, states synthetically what should be taught at each level; the second, a development programme, is analytical and presented in the form of tables, the various columns of which indicate: units of work; subjects included in each unit; the various points included in each subject studied; tasks which the pupils wish to accomplish (observation, association, expression); and finally subject-matter, skills and habits to be taught the pupils.

SECONDARY EDUCATION

Secondary education has been organized through decrees. That of 22 September 1941 divides the school-leaving diploma into:

(1) A basic cycle or elementary diploma (three years) of general culture, common to secondary and normal education, following which one obtains the certificate of *bachiller elemental.*

(2) A second cycle or university entrance diploma (two years), preparing for entrance to higher education; the study plan and new structure of this have been set by the decrees of 20 February 1948 and 23 March 1949. Three streams are provided at this level: letters; biological sciences; physical and mathematical sciences. The final examination leads to a certificate of entrance to the university.

In terms of their organization four types of establishment, public and private, give education at the secondary level: secondary schools *(colegios)*, normal, commercial and industrial schools.

The pattern established for secondary and normal schools varies somewhat in the national commercial schools. The first stage of three years trains office workers *(auxiliares de comercio)* and secretaries; the next stage—fourth year—trains book-keepers; and the final, fifth year leads to the title of auditor *(perito mercantil)*.

A decree of 4 September 1947 prescribes the main objectives of secondary education: to develop patriotism and a sense of responsibility; the curriculum should primarily be liberal and humanist, but beyond that it should serve as a training for higher education and for industrial, commercial, artistic and professional occupations by fostering pupils' aptitudes.

The Ministry of Education administers national secondary education through two directorates-general, one for secondary, normal and commercial schools and the other for industrial schools.

TECHNICAL EDUCATION

Decree No. 19,379 of 28 June 1948 gave a single title, 'Industrial schools of the nation', to institutions previously termed schools of arts and trades, technical trade schools and industrial schools.

These industrial schools may include three cycles of study: basic training (two years); intermediate, for training in skills (two years); higher, for specialization (three years). For enrolment in the basic course a student must be over 12 years of age, must have completed the sixth primary class, and must pass a selective entrance examination should there be too many candidates. Where necessary a preparatory vocational course is set up for pupils coming from the fourth primary class. It is equivalent to classes 5 and 6, and leads to the basic course.

At the end of the basic course a certificate of aptitude is delivered, guaranteeing that the bearer is able to perform some specified trade. When the student completes the intermediate cycle he receives a certificate for skill (with the title *experto*), and after the

higher cycle he earns the technician's diploma *(técnico)* in the branch in which he has specialized.

Industrial schools of higher level provide the full three cycles described above. As a rule they teach one or more of these branches: civil construction; naval construction; electrotechnics; mechanics; telecommunications chemistry. Students are thus trained at each level in a number of different fields.

Industrial schools of intermediate level offer the first two cycles, and their graduates may go on to the higher schools for further training. Industrial schools of basic level are found in smaller towns; graduates may continue their studies in intermediate schools. The basic and intermediate cycles generally provide courses in the following fields: mechanical and metallurgical industries; woodwork; electrical trades and telecommunications; civil and naval construction trades; automotive and transport trades; chemical industries; refrigeration; aviation; graphic arts and textile industries.

TEACHER TRAINING

Several schools train kindergarten teachers. Temporary courses have been organized for those who wish to specialize in this field.

Normal schools for the training of primary school teachers may be national, provincial or private. The course consists of two cycles of which the first (three years) corresponds to the elementary certificate stage of the secondary school. Passage to the higher cycle (three years, governed by the decree of 10 October 1947) is controlled by a selection examination; students have to be at least 16 years of age and must reach the standards laid down for enrolment. This cycle provides both general and professional education, and the latter aspect involves courses in: pedagogy, general and applied psychology; history of education; general and special methods of teaching; observation of classes; pratice teaching; the policy, legislation and organization of education in Argentina.

The regional normal schools depend on the Directorate-general for technical education in the Ministry. The first cycle provides three years of study and the second, two years. These institutions confer the title of 'regional teacher' *(maestro normal regional)*. A decree of 26 March 1949 lays down the curriculum now in force.

Teachers for secondary classes are trained in several National Institutes for secondary teachers or in the universities. In the latter case there are three different patterns, according to the responsible faculty: philosophy and letters (Buenos Aires, Tucumán, Cuyo), educational science (San Luis and part of the University of Cuyo), and humanities and education (La Plata).

There are also four normal schools for secondary teachers (two in Buenos Aires, one each in Rosario and Corrientes).

HIGHER EDUCATION

The national universities of Argentina are controlled by the law No. 13,031 of 26 September 1947, which covers these points: functions, tasks, general organization and legal standing; the university authorities; professors; students; teaching; endowments; economic resources; the National University Council; additional activities. A decree of 7 April 1948 expands and interprets the law.

The National University Council consists of all Rectors, with the Minister of Education as chairman. It is required to: (a) co-ordinate the teaching, cultural role and scientific work of the universities so as to take into account the interests and problems of the country as a whole and of each university region; (b) assist the Government in all university questions, particularly as regards the creation, suppression or conversion of universities or higher institutes; (c) secure uniformity in programmes, conditions of entry, structure and number of courses, degrees granted.

The University of Buenos Aires (1821) now comprises eight faculties: law and social sciences; medicine; exact, physical and natural sciences; philosophy and letters; agronomy and veterinary science; economic sciences; dentistry; architecture and town-planning. The remaining universities are Cordobá (1613); La Plata (1890); Tucumán (1912); the provincial university of Santa Fé (1899), changed to the National University of the Litoral in 1919; and finally, Cuyo (1939).

CONTINUATION EDUCATION

Educational institutions with a practical or technical bias, and not forming part of the primary-secondary school system, provide opportunities to young people and adults for general and vocational training which they may have missed by not attending secondary schools.

As private initiative began earlier than that of the State, a large number of very varied institutions are active in this field. Among them may be mentioned: adult schools, for youths over 14 years of age; the popular universities, evening schools of continuation or technical nature and not leading to specific qualifications; vocational schools for girls, with entirely practical courses in dressmaking, domestic science, etc.;

training courses for workers, leading to definite qualifications.

The official programmes of the adult schools, published in 1950, have been provisionally approved by the Ministry of Education. Final approval will depend on the results of an enquiry in which the school directors and teachers are taking part. The programmes are set up synthetically; for each of the five primary classes general hints on method are given, along with the content in these subjects: Spanish, mathematics, history, geography, civics, nature study, religion and moral instruction, domestic science, aircraft navigation and anti-aircraft defence, thrift and savings. A wide range of special courses are also outlined in the fields of language, commerce, home economics, crafts and trades, and a programme is suggested for school clubs.

By a decree of 17 July 1947, cultural extension missions *(misiones monotécnicas)* were set up to train the artisans who are indispensable for progress in isolated rural communities. The missions are temporarily quartered in parts of the country where the lack of skilled workers is clearly established. They provide two-year courses in carpentry, mechanics, building trades, agriculture, etc. Rural and domestic cultural missions offer home economics training to women.

The Ministry of Labour and Welfare, through its Directorate-general for apprenticeship and vocational guidance, has organized vocational and technical schools (for apprentices from 14 to 16 years of age), continuation classes (for youths from 16 to 18 years) and pre-vocational courses.

University extension courses (lectures, musical performances, etc.) also contribute to educate the public.

PRIVATE EDUCATION

The law No. 13,047 of 28 September 1947 classifies private institutions as follows:

1. Those linked to public education—the private primary schools which are controlled *(fiscalizados)* by the Directorate-general in the Ministry, and the private secondary, normal or special schools which are 'incorporated' by the Ministry of Education.
2. The free schools—the private establishments at secondary level which follow official programmes but are not incorporated.
3. The private schools for general education which do not follow official programmes and teach either directly or by correspondence.

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1. Summary of School Statistics
Number of institutions, teachers and students in 1946

Type of education and kind of school	Institutions	Teachers		Students enrolled	
		Total	Female	Total	Female
Pre-School					
Kindergartens	15	151	...	2 207	...
Primary					
Elementary, public	13 071	76 807	...	1 838 978	...
Elementary, private	1 163	6 883	...	154 083	...
Secondary					
Colleges and lyceums, public	98	6 039	2 553	38 986	10 888
Colleges and lyceums, incorporated	248	3 562	1 821	20 668	6 328
Teacher training					
Normal, public	93	4 707	2 962	36 087	28 719
Normal, incorporated	146	2 519	2 352	21 896	21 023
Technical					
Commercial	170	4 894	2 442	25 657	10 093
Industrial and radio-operative	117	2 917	201	23 323	81
Vocational for women	123	1 119	1 075	11 658	11 652
Art, domestic science, and other vocational	25	701	328	5 297	3 817
Agricultural	8	79	1	498	...
Higher					
Universities	6	2 607	86	51 886	7 673
Institutions attached to universities	33	1 715	391	19 713	3 827
Special					
Schools for the blind	5	142	67	692	288

Source. Miniterio de Educatión de la Nación. *Anuario Estadístico—año 1946.* Buenos Aires.
Note. Data refer to both public and private schools, but exclude primary schools for adults.

2. Age Distribution of Students in primary and secondary schools in 1946

Age in years	Students enrolled	
	Number	Per cent
Total, all ages	**2 176 633**	**100.0**
6	173 107	8.0
7	260 538	12.0
8	263 615	12.1
9	262 651	12.1
10	268 522	12.3
11	254 782	11.7
12	235 222	10.8
13	180 001	8.3
14	151 684	7.0
15	33 391	1.5
16	30 452	1.4
17	25 320	1.2
18	17 031	0.8
19	9 046	0.4
20 and over	11 271	0.5

Source. Ministerio de Educatión de la Nación. *Anuario Estadístico—año 1946.* Buenos Aires.
Note. Data refer to public and private schools, including primary, secondary, teacher-training and technical, but excluding enrolment in kindergartens, special schools, agricultural schools, higher education, and primary schools for adults.

3. Higher Education
Number of teachers, students and graduates, by faculty and by sex, in 1946

Faculty	Number of faculties	Teachers			Students enrolled			Graduates		
		Total	Male	Female	Total	Male	Female	Total	Male	Female
All faculties	**41**	**2 607**	**2 521**	**86**	**51 886**	**44 213**	**7 673**	**5 274**	**4 342**	**932**
Law and social sciences	5	300	297	3	11 005	10 286	719	950	868	82
Medicine	4	1 075	1 056	19	16 138	13 343	2 795	2 439	1 984	455
Economic, commercial and political sciences	4	143	142	1	7 342	6 575	767	260	241	19
Physical and natural sciences [1]	7	380	375	5	8 223	7 672	551	897	866	31
Philosophy and letters [2]	8	275	229	46	3 246	1 023	2 223	401	93	308
Chemistry and pharmacy	3	97	95	2	2 242	1 871	371	94	69	25
Agronomy [3]	4	174	174	—	1 908	1 802	106	119	114	5
Veterinary science	1	31	31	—	455	448	7	51	51	—
Fine arts	2	36	27	9	100	36	64	7	3	4
Architecture	1	13	13	—	90	75	15	—	—	—
Industrial sciences	2	83	82	1	1 137	1 082	55	56	53	3

Source. Ministerio de Educatión de la Nación. '*Anuario Estadístico—año 1946*'. Buenos Aires.
Note. Data refer to the six universities, excluding institutions attached to the universities, which provide education at both secondary and higher levels.

[1] Including also mathematical sciences, astronomy and engineering.
[2] Including the humanities, languages and education.
[3] Including one joint faculty of agronomy and veterinary science in the university of Buenos Aires.

Total population
(estimate: mid-year 1949)
7 912 000

Based on data supplied by the Commonwealth Office of Education, Canberra

Public education in Australia is not uniform from State to State. For the purposes of this brief description, however, an attempt is made to present features common to Australian education as a whole; instances which differ markedly from the pattern are noted as they occur.

In each of the Australian States, as in the United Kingdom, the United States and other countries, the nineteenth century saw a vigorous movement for the establishment of free, secular and compulsory systems of education. By the end of the century, each State Parliament had passed a State Education Act, beginning with the Victorian Education Act of 1872, followed by similar Acts in Queensland (1875), South Australia (1878), New South Wales (1880), Tasmania (1893) and Western Australia (1893).

While there was some diversity between the types of systems set up in the various States, the similarities are far more striking than the differences. Each system was (and to a large extent still is) centralized—largely attributable to the extent of territory and smallness of population of the Australian States—controlled by a permanent officer known as the Director (or Director-General) of Education, responsible to a member of the Cabinet (Minister or Secretary for Education). In recent years some attempts at decentralization have been made, by the division of certain States for educational purposes into regions, with a Regional Director of Education or District Education Officer appointed to each region or district.

While education in Australia is primarily a concern of the State Governments, the Commonwealth Government has been brought more and more into the field. The Education Act of 1945 established the Commonwealth Office of Education and defined its functions as follows :

1. To advise the Minister on matters relating to education.
2. To establish and maintain liaison, on matters relating to education, with other countries and the States.
3. To arrange consultation between Commonwealth authorities concerned with matters relating to education.
4. To undertake research relating to education.
5. To provide statistics and information relating to education required by any Commonwealth authority.
6. To advise the Minister concerning the grant of financial assistance to the States and to other authorities for educational purposes, and to undertake such other functions in relation to education as are assigned to it by the Minister.

LEGAL BASIS OF EDUCATION

The State Education Acts, amended from time to time, have formed the basis of the present educational systems in Australia. The Acts now operative are:

New South Wales
Public Instruction (Amendment) Act No. 15, 1916 (and amendments).
Youth Welfare Act No. 48, 1940 (and amendments).

Victoria
Education Act, 1945 (and amendments).

Queensland
The State Education Acts, 1875-1948 (and amendments).

Western Australia
Education Act, 1928 (and amendments).

Tasmania
Education Act, 1932 (and amendments).

School attendance is compulsory for children between the ages of 6 and 14, except in Tasmania and in New

South Wales, where the limits are 6 and 16, and 6 and 15 respectively. Western Australia, South Australia and Victoria have each passed Acts (not yet implemented) for raising the school age to 15. In practice, throughout Australia most children commence school at 5 years of age.

The compulsory clauses were not intended to compel all children to attend State schools. Children educated up to the prescribed standard, or being so educated, in institutions other than State schools, were exempt from the provisions of the compulsory attendance clauses, as also were children living more than prescribed distances from the nearest State school, or those unable to attend through illness, fear of infection, or similar causes.

To provide for the education of children in isolated areas, correspondence schools have been set up. The main concern of these schools to date has been with the primary syllabus, but the range has been extended to the secondary level.

ORGANIZATION OF THE SCHOOL SYSTEM

INFANTS' SCHOOLS

On the bottom rung of the public education ladder in Australia are the infants' schools. Pre-school children are provided for in a limited sense in State nursery schools and private kindergartens.

Infants' schools, on the other hand, form part of the general Australian educational pattern. Allowing for differences from State to State, it might be said that these schools either form part of a primary school (as a separate department or a single class) or are entirely separate schools. The usual time spent in the infants' school is up to three years. The emphasis is on activity, with a gradual shift towards somewhat more formal aspects of schooling in the second and third years. Creative expression, through drawing, dancing, handwork dramatization, painting, and similar activities is encouraged.

PRIMARY SCHOOLS

The syllabus of instruction in Australian primary schools is prescribed by the central Education Departments, the freedom of the teacher to modify the syllabus to suit local circumstances varying from State to State. In general there are six or seven grades in addition to a kindergarten or preparatory year.

While one-teacher primary schools have been a feature of country areas in Australia, there is an increasing tendency towards the provision of consolidated schools in these areas.

There is also a tendency to dispense with external examinations, at both the primary and secondary levels. Queensland is the only State in which there is a public examination for entrance to secondary school. In the other States progression from primary school to secondary school is on the recommendation of the headmaster—in Western Australia it is automatic. In Queensland a pass in the State scholarship examination, administered by the Education Department, is the normal method of entrance to high school. Under this system, any pupil attending a State primary school, who, at the end of seventh grade, takes and passes in the State scholarship examination, may proceed either to a State high school with a full remission of fees, or to a grammar school or 'approved' denominational secondary school with a partial remission of fees. In addition, an allowance (increased in the case of those students who have to live away from home) is paid to students whose parents do not receive an income in excess of the State basic wage.

SECONDARY SCHOOLS

State Education Departments in Australia took little part in secondary education prior to the turn of the twentieth century. Secondary education before that date was in the hands of private bodies (mainly religious denominations) or individuals.

The Sydney Grammar School and the 10 Queensland grammar schools, established under the Sydney Grammar Schools Act of 1854 and the Queensland Grammar Schools Acts of 1860 and 1864 respectively, were in receipt of Government aid for most of the second half of the nineteenth century. They were non-sectarian and the Governor-in-Council nominated more than half of the trustees of each grammar school.

Since federation there has been a considerable increase of Government participation in secondary education in Australia.

Some high schools provide an academic curriculum, varying in length in the different States from four to six years, and leading, in the main, to university entrance. Others provide commercial, technical, agricultural or home science courses. There are also intermediate high schools providing courses usually extending only to the junior or intermediate level.

Where the population is insufficient to warrant the erection and maintenance of separate schools, there are commercial, technical, or domestic science sections attached to the local high school, while in some areas the primary schools have high school 'tops' attached to them.

Central schools usually serve an area in which there are a number of primary schools. They offer post-primary courses often leading to the junior or inter-

mediate examination. Courses of a vocational nature are also offered.

Area schools which are to be found in several States, organize their activities especially to meet the needs of the rural community. A number of small rural schools are closed and the children transferred to a large consolidated school which offers (as well as general education) practical work particularly for the children 12 years and over. Agriculture is made the core of the syllabus for both the practical activities and the class room work. With the establishment of school bus services the number of 'area schools' is increasing.

Vocational training of a more definite nature is given at certain agricultural high schools where courses of instruction cover such subjects as agricultural science, horticulture, farm mechanics, bookkeeping, veterinary science and other allied subjects. These schools have adequate land and stock to carry out their programme, and quite a number of them provide residential accommodation for the students. Although no fees are charged for instruction, boarders are usually required to pay for board and lodging and for other incidental expenses such as medical services. It should be noted that agricultural high schools vary considerably from State to State, some having a strong practical bias and others being merely academic schools with some agricultural subjects.

Examinations are held in the middle and at the end of the secondary course, the main ones being:

Intermediate and Junior Public Certificate. Candidates from approved secondary schools may receive the intermediate certificate without external examination in New South Wales and Victoria. In Queensland, South Australia and Western Australia the examination is external. There is no intermediate examination in Tasmania.

Leaving and Senior Public Certificates. In New South Wales, Queensland, South Australia and Western Australia this examination is external. In Victoria it may be taken internally by candidates from approved schools, or externally by others. In Tasmania the leaving certificate has been replaced by the schools' board certificate. Candidates from approved schools may obtain the certificate by internal examination.

Matriculation. In most States, results obtained in leaving and senior public examinations determine whether or not a candidate has qualified for matriculation to the university. In Victoria and Tasmania a special matriculation examination is taken one year after the leaving. It is an external examination. In Western Australia and New South Wales a student who matriculates is regarded as qualifying for general matriculation, whereas in the other States each faculty has its own entrance requirements.

HIGHER EDUCATION

The State Governments in Australia maintain, either wholly or partially, four types of educational institutions at the tertiary or post-secondary level: universities; teachers' colleges; technical colleges; agricultural colleges.

Universities. There is a university in the capital city of each State, and university colleges (branches of the main universities) in New South Wales and Victoria, with provision made for the establishment of country university colleges in Queensland in the near future. Each university was established by an Act of the State Parliament concerned, but they are self-governing academic bodies, although in receipt of financial support from both the State and Federal Parliaments. There are Government nominees on the governing body of each university.

The oldest university in Australia, Sydney, was founded in 1850, followed by Melbourne (1855), Adelaide (1874), Tasmania (1890), Queensland (1909), and Western Australia (1913). In addition university colleges have been established at Canberra (1929—temporarily affiliated with the University of Melbourne), Armidale (1938—branch of the University of Sydney), and at Mildura (1946—branch of the University of Melbourne—now closed). By Act of the Federal Parliament (1945) a National University has been established at Canberra. The Australian National University is required to provide facilities for post-graduate research, including a School of Medical Research, and Research Schools of the Physical Sciences, Social Sciences and Pacific Studies. It has the option also of providing facilities for general university education, for incorporating the Canberra University College within the National University, and for specialist training of public service officers.

The most recent university to be established in Australia is the New South Wales University of Technology, established in 1949 to provide advanced training in science and technology and increased facilities for technological research, with a view to the speedy application of modern scientific developments to the benefit of commerce and industry. Considerable enphasis is to be placed on practical industrial experience as an integral part of the training. In order that graduates shall have more than a narrow technical training, courses in languages, economics, psychology and history have been provided.

The faculties of the Australian universities are as follows:

Sydney: arts, law, medicine, dentistry, science, agriculture, engineering, veterinary science, economics, architecture.

Melbourne: agriculture, architecture, arts, dental science, economics and commerce, medicine, music, science, veterinary science.

Queensland: arts, science, engineering, commerce, agriculture, law, dentistry, veterinary science, medicine (architecture is part of the faculty of engineering).

Adelaide: arts, law, medicine, dentistry, science, agricultural science, music, engineering.

Western Australia: arts, law, dental science, science, agriculture, engineering, education.

Tasmania: arts, science, engineering, law, commerce.

The New South Wales University of Technology will award B.E., B.Sc. and B.Arch. degrees.

The Universities Commission was set up under National Security Regulations in 1943 to deal with certain war-time problems, viz:

To advise the Commonwealth Government on questions of manpower insofar as they related to the training of university students.

To arrange for the training of adequate numbers of the graduates for all kinds of national service and to attract able students to the university for such training.

To administer the financial assistance scheme.

In Section 14 of Part 3 of the Education Act of 1945 the functions of the Universities Commission were revised and it became associated with the Commonwealth Office of Education. Its revised functions were defined as follows:

To arrange, as prescribed, for the training in universities or similar institutions, for the purpose of facilitating their re-establishment, of persons who are discharged members of the Forces within the meaning of the Re-establishment and Employment Act 1945.

To provide, as prescribed, financial assistance to students at universities and approved institutions.

To advise the Minister with respect to such matters relating to university training and associated matters as are referred by the Minister to the Commission for advice.

With some modifications, the financial assistance scheme will continue till 1951 to provide assistance to those able students who would otherwise be unable to afford the expense of a tertiary education. In 1951 this scheme will be replaced by a scholarship scheme, when it is planned that 3,000 Commonwealth Government scholarships will be made available to assist selected students in university, technical college and university-type courses. This scheme is to be administered by the Universities Commission at an estimated cost of £900,000 a year. Selection will be on a free, competitive examination basis in each State.

Teacher-Training Institutions. The following institutions provide teacher training in Australia: Teachers' colleges and technical colleges; university faculties of education.

Systems of pre-college teacher-studentships are in operation in South Australia and Western Australia. Queensland is about to introduce such a system. It has been abolished in Victoria and is about to be abolished in Tasmania.

Where such systems are in operation, the usual procedure is for intending teachers to seek entrance to a teachers' college at the completion of the high school course. Most colleges offer two-year courses, those in New South Wales and Victoria providing differentiated courses in the second year for infants' school teachers and primary teachers.

Intending secondary school teachers receive special training in all States except Queensland and Western Australia. Where such training is provided, it usually takes the form of a university degree plus a university diploma of education or its equivalent.

The Victorian Education Department inaugurated a new secondary teacher training scheme in 1950 whereby eventually all the training of secondary teachers in that State will take place within the University. A training centre for secondary teachers has been opened at Melbourne University, where students will be in full-time attendance under the general direction of the professor of education. Tutorial assistance will be provided where that seems necessary, and further supplementary classes may be held to integrate certain university courses with school needs. Students will receive free tuition and a living allowance.

Specialist teachers (music, art and craft, domestic science and physical education) are, in the main, trained partly at the teachers' colleges and partly at the technical colleges. Physical education teachers in some States take the University Diploma of Physical Education course.

In Tasmania, apart from the emergency teacher training scheme (in which persons of mature years are given a shortened course of one year) all teachers are trained within the University or in institutions approved for that purpose by the University. South Australia has recently abolished the emergency training course. Other States are contemplating its introduction.

The degrees and diplomas granted in Education are:

Dip.Ed. (Diploma in Education). One year post-graduate.

B.Ed. (Bachelor of Education). As a primary, four-

year degree: Western Australia. Two years post-graduate: Queensland and Melbourne.
M.Ed. (Master of Education). Three to four years post-graduate: Melbourne, Queensland, Sydney.
M.A. in education. Two to three years post-graduate: Sydney.
Ph.D. in education. Two years post M.Ed. or B.Ed. with Honours: Melbourne.

Technical Colleges. Technical colleges have been established in most large manufacturing or mining centres and courses are, as a rule, adapted to the particular needs of the area. This has been assisted in some places, notably in Newcastle, New South Wales, and in Geelong, Victoria, by endowments from the major industry. A portion at least of technical college trade and diploma courses are now held in the employer's time (i.e., during the day).

Allowing for differences from State to State, technical courses in Australia might be roughly classified as: trade and certificate courses; diploma courses; post-diploma, refresher, and new development courses; miscellaneous.

Trade and certificate courses are designed primarily to assist the apprentice in equipping himself with the knowledge and skill requisite for the practice of his trade.

Diploma courses are on the professional level and so aim to give a training in the basic sciences and in the application of these to industry.

Mention has already been made of the increasing tendency for at least some of the trade courses to be undertaken in the day-time. The same thing applies also to diploma courses. Full-time attendance for considerable periods is now considered desirable. To meet the needs of ex-servicemen trainees under the Commonwealth Reconstruction Training Scheme, several full-time day diploma courses have been instituted—for instance, in mechanical, civil, electrical and chemical engineering, metallurgy and coal-mining engineering. In these courses continuous instruction is provided during the first half of each year and industrial experience in the second half.

New development courses. Not all new developments can be given adequately detailed treatment. These are treated in greater detail in post-diploma and refresher courses. Beyond the level of the diploma there are also the science and engineering faculties of the universities. In this regard the recent establishment of the New South Wales University of Technology, which we have already noted, is of particular interest.

Miscellaneous. In addition to the above courses there are a number of others, not specifically trade or professional or new development—for example, women's handicraft, certain industrial processes, and others.

Agricultural Colleges. Agricultural education at the secondary level has been discussed earlier. On the tertiary level, each State, except Tasmania, has established agricultural colleges designed for more advanced work in agricultural education. These colleges, which are residential, are administered in five of the States by the Departments of Agriculture, with the assistance, in four of them, of an advisory council. In Queensland, the college is under the control of the Education Department. In Queensland and in one of the Victorian colleges, students are accepted at the age of 14 years and are given a preparatory course of study before undergoing the agricultural diploma course proper; but the general practice is to insist on at least three years' secondary education as the minimum requirement for entry to the colleges. The course itself is usually of three to four years in duration and covers both theoretical and practical aspects of agricultural work. Holders of diplomas desiring to proceed to university work are granted exemption from matriculation and certain subjects of a degree on a scale varying from State to State.

The State agricultural colleges are situated at Hawkesbury (New South Wales), Longeronong and Dookie (Victoria), Gatton (Queensland), Roseworthy (South Australia) and Muresk (Western Australia).

Certain aspects of work on the land are provided by the technical colleges—for example, the Gordon Institute of Technology at Geelong is the main centre for training in wool-technology in Victoria. In addition, there are lectures and correspondence courses in such subjects as gardening, horticulture, sheep and wool, care of animals, farm mechanics, etc., some of which are from two to three years in duration and in New South Wales may lead to the award of certificates of competency in each particular course.

University Faculties of Agriculture: Each Australian university, except Tasmania, provides a full degree course in agricultural science. Most of the graduates are assimilated by Government Departments of Agriculture for research and improvement work. In addition, the Universities of Sydney and Queensland have faculties of veterinary science, and the University of Melbourne provides the first year of such a course, the remainder to be done in Sydney.

SPECIAL EDUCATION

Children coming under this heading may be classified as follows: crippled, deaf, blind, speech defectives, mentally handicapped, maladjusted.

For crippled children the various Education Departments run hospital schools, staffed by ordinary teachers without special training; the emphasis is

placed on craft work, music and reading, within the framework of the normal primary syllabus. There are about 500 deaf children in Australia, fully catered for in seven residential schools which some day pupils also attend. Education is mainly at the primary level. The main source of income is generally endowment and public subscription, fees being paid by those able to afford them. Provision is also made for hearing aids in the case of children left in ordinary school classes. There are fewer then 200 blind children in Australia and these are catered for in seven residential schools run along the same lines as, and frequently in conjunction with, the residential schools for the deaf.

Speech therapy is carried out most frequently in clinics and hospitals which the children attend once or twice a week. Speech therapists are also attached to Education Departments in several States and give special tuition in different schools from day to day.

Throughout the Commonwealth, provision is made for the reception of certified cases of mental deficiency in the State mental hospitals. Dull and backward children are provided for in about 10 residential schools. There are also a considerable number of special day schools run by the various Education Departments, and a number of special and remedial classes. Most of these schools attempt a modified and restricted primary course in which hand work is emphasized.

Maladjusted children pass through child guidance clinics, or child welfare units associated with the work of children's courts, psychiatric clinics at general hospitals, etc.

ADULT EDUCATION

Government efforts to promote the general education of adult citizens are still in an experimental stage. As in most democracies, purely voluntary bodies have always provided further educational opportunities of one kind or another, but these are not organized into a coherent pattern.

The recognized adult education authority varies from State to State: in New South Wales and South Australia the Joint Committee (of university and WEA) still operates; in Western Australia an Adult Education Board of the University has existed since 1918; boards were set up also by Queensland (1939) and Tasmania (1948), and Victoria has a Council of Adult Education.

Since the last war public interest in the problem has grown considerably, with the result that most States have made increased funds available to adult education bodies. The total of State Government and University grants in 1947 was between £70,000 and £80,000. The effect of this is difficult to estimate. Total enrolments in formal classes and groups in 1947 would be between 13,000 and 14,000. No definite information is available concerning effectiveness or of attendances at less formal activities; or of the results of assistance to voluntary bodies.

It should be noted also that some State Education Departments have commitments in the adult field. In New South Wales the Education Department is developing 'Youth Colleges' which provide facilities for voluntary classes and groups of adolescents and adults. Tuition is provided in English and mathematics, arts and crafts, and elementary social sciences. School buildings are used, and the organization is in the hands of departmental teachers. Enrolments for the first term in 1948 exceeded 5,000. The Education Department in South Australia has started to organize semi-technical adult classes, with subjects related mainly to home needs.

Some State Agriculture Departments have developed extension work, chiefly technical and vocational in nature. In New South Wales a special section of the Department of Agriculture is concerned with general education programmes for country people.

Other agencies of adult education, such as public libraries, art galleries and museums, Arts Councils, as well as the main voluntary body, the Workers' Educational Association, are active in the field.

MEDICAL SERVICES

Each State maintains a free school medical and dental service. The functions of these services, however, are chiefly diagnostic, the parents being advised of treatment required, although some Departments provide dental treatment.

PRIVATE SCHOOLS

The Roman Catholic Church has its own system of schools, primary and secondary, including a number of large boarding schools which resemble the English public schools.

There is also a considerable number of other non-Governmental schools providing for both boarders and day students. These schools are in most cases administered by school councils set up by various non-Catholic religious denominations, although the particular denomination behind them is rarely emphasized, the Church in question being satisfied

if the boys and girls are trained in sound Christian principles. These schools with their associated preparatory schools cover both primary and secondary levels.

In general, the courses followed by all non-State schools are very similar to those provided by the State schools. Although not responsible for the administration and finance of these schools, several of the States reserve the right to inspect them in order to ascertain the standard of the teaching and the conditions which are provided for the pupils.

Roman Catholic Schools. A director of Roman Catholic Education is responsible for the general organization in each State, but each Bishop has control in his own diocese and has the power to appoint his own inspectorial staff. Fees are charged and further finance is provided by endowments and by grants from Church authorities.

Other Private Schools. These provide courses for all stages, but cater especially for boarders. Fees are generally high and are supplemented by endowments. In some States these schools have considerable prestige comparable with the public schools of Great Britain.

GUIDANCE

The development of guidance services is a significant feature of the educational systems provided by the State Education Departments in Australia. Just over 20 years ago, New South Wales, Tasmania and South Australia introduced guidance services, and by 1949 each of the Australian States had developed a form of educational guidance adapted to its own needs.

In most States full-time guidance officers are associated with the head office, the schools and clinics.

Minimum qualifications required of applicants for appointment as guidance officers vary from State to State. In general, however, it may be said that a university degree, including at least two years of psychology, is required. In addition, guidance officers must have teaching experience, except in Tasmania and Western Australia.

Testing is carried out and guidance given in primary schools, at the point of transition from primary to secondary schools, and during secondary schooling.

In Tasmania and New South Wales, a cumulative record card is commenced for each child on entry to primary school, and is maintained until the child leaves, passing on with him from school to school. The keeping of these cards is to be introduced soon in Victoria, Queensland and South Australia. In the last named State they already exist in the secondary schools. In Western Australia there is no continuous record card system, but record sheets from transition testing in primary schools are sent to secondary schools, while vocational guidance material follows the child from school to school and ultimately to the Commonwealth Employment Service.

Educational clinics are maintained by the Education Departments of New South Wales, Victoria and Tasmania, although in the last-named State the type of work done in such clinics is carried out by the senior guidance officer and in the child guidance clinic.

Psychiatric Clinics. South Australia maintains a child guidance clinic, but in the other States, psychiatric clinics for children are maintained by the Departments of Health.

Vocational Guidance. Liaison is maintained in all States between the guidance organizations and the Commonwealth Government employment service.

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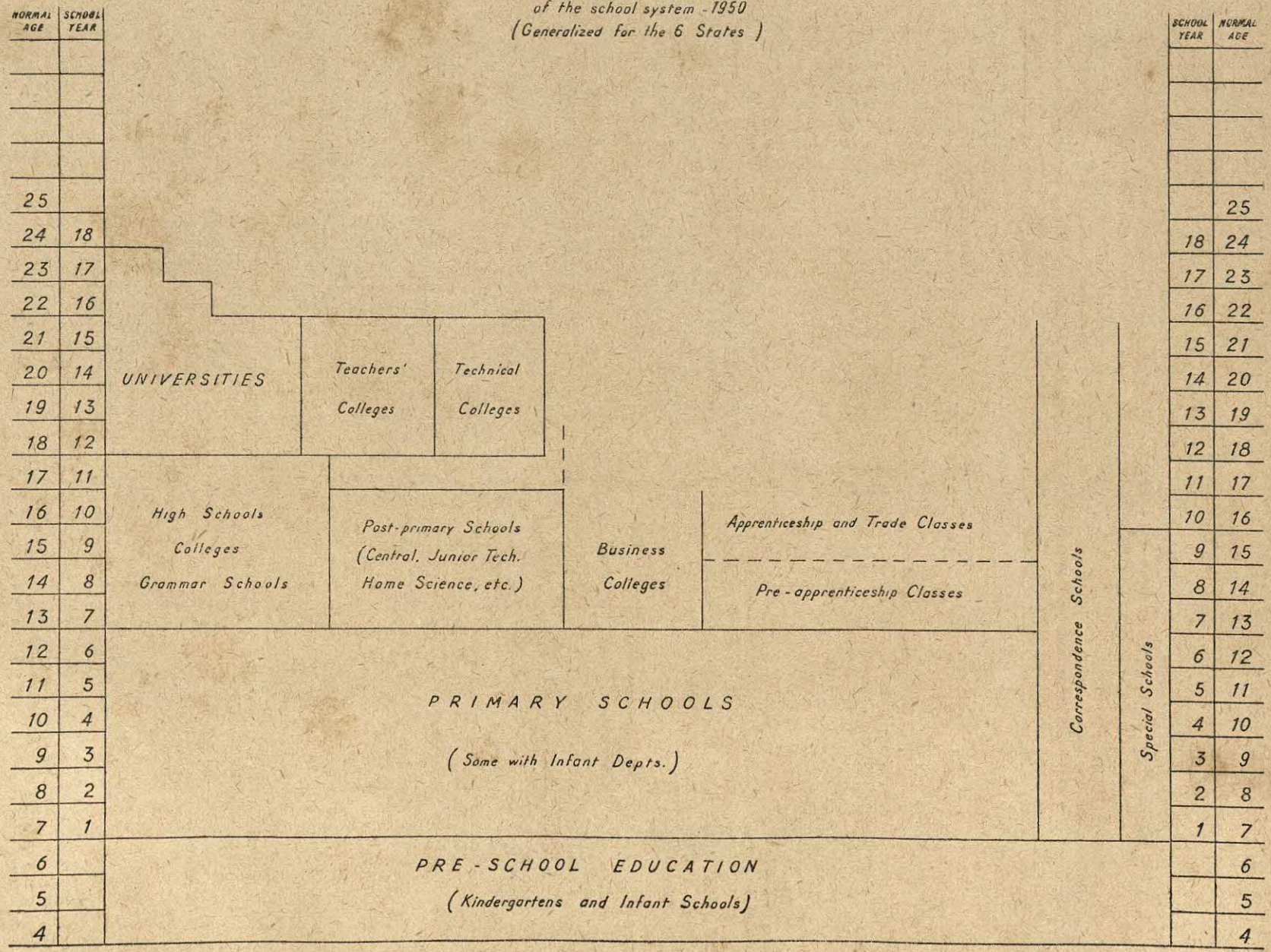
AUSTRALIA

Diagram of the organization of the school system - 1950 (Generalized for the 6 States)



Classification of Schools [1]

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Nursery schools, crèches, etc.	4	2	Home	—
Kindergartens	4	2	Home	—
Primary Education				
Primary schools [2]	6	6	Home or infant classes	Certificate and (in some cases) entrance exam. for secondary education
Secondary Education				
High schools	11—13	4—6	6th year primary	Leaving cert., matriculation, etc. in top class
Junior technical schools (boys)	11—13	Up to 5	6th year primary	Intermediate cert. or other
Home science schools (girls)	11—13	Up to 5	6th year primary	Leaving cert.
Central schools	11—13	Up to 5	6th year primary	Intermediate cert. or other
Area schools	11—13	Up to 5	6th year primary	Leaving cert.
Correspondence schools	—	—	—	Most public examinations
Higher Education				
(a) Non-degree-granting Colleges:				
Teachers' training colleges	17	1—4	Secondary schools offering leaving cert. courses	Departmental certs. or diplomas
Agricultural colleges	14—17	3—4	Minimum 3rd year second.	Various
Technical colleges:				
Trade courses	14—17	3—5	Primary or junior technical	Various certificates
Professional courses	17	5—6	Secondary schools offering leaving cert. courses	Various diplomas
(b) Degree-granting colleges, universities and schools:				
Universities:				
Faculties of Arts	17	3—4	Secondary schools offering leaving cert. (matriculation) courses (4—5 years)	B.A./M.A./Litt.D./Ph.D.
Science	17	3—4	Secondary schools offering leaving cert. (matriculation) courses (4—5 years)	B.Sc./M.Sc./D.Sc./Ph.D.
Engineering	17	4—5	Secondary schools offering leaving cert. (matriculation) courses (4—5 years)	B.Surv./B.E./M.E./D.Eng. or D. Sc.Eng./Ph.D.
Law	17	4	Secondary schools offering leaving cert. (matriculation) courses (4—5 years)	LL.B./LL.M./LL.D./Ph.D.
Medicine	17	6	Secondary schools offering leaving cert. (matriculation) courses (4—5 years)	M.B.B.S./M.S./B.Med.Sc./M.D./Ph.D./ and numerous diplomas
Dentistry	17	4	Secondary schools offering leaving cert. (matriculation) courses (4—5 years)	B.D.Sc./M.D.Sc./D.D.Sc./Ph.D.
Veterinary science	17	5	Secondary schools offering leaving cert. (matriculation) courses (4—5 years)	B.V.Sc./M.V.Sc./D.V.Sc./Ph.D.
Music	17	4	Secondary schools offering leaving cert. (matriculation) courses (4—5 years)	Mus.Bac./Mus.Doc./Ph.D.

[1] Owing to variations between States, only the most general pattern is reflected here.
[2] Public schools are classified as Class I, II . . . VI, according to the size of enrolment.

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Architecture	17	5	Secondary schools offering leaving cert. (matriculation) courses (4—5 years)	B.Arch. /Ph.D. /
Agriculture	17	4	Secondary schools offering leaving cert. (matriculation) courses (4—5 years)	B.Ag.Sc. or B.Sc.Agr. /M.Ag. Sc., etc. /D.Ag.Sc., etc. /Ph.D.
Commerce or economics	17	4—5	Secondary schools offering leaving cert. (matriculation) courses (4—5 years)	B.Ec. or B.Com. /M. Ec. or M.Com. D.Econ. /Ph.D.
Education	17	4	Secondary schools offering leaving cert. (matriculation) courses (4—5 years)	B.Ed. /M.Ed. /Ph.D.
Departments of:				
Divinity	17	5	Secondary schools offering leaving cert. (matriculation) courses (4—5 years)	B.D. /D.D.
Journalism	17	2	Secondary schools offering leaving cert. (matriculation) courses (4—5 years)	Diploma
Pharmacy	17	4	Secondary schools offering leaving cert. (matriculation) courses (4—5 years)	Diploma
Social studies	17	2	Secondary schools offering leaving cert. (matriculation) courses (4—5 years)	Various diplomas

4. Summary of School Statistics

Number of institutions, teachers and students in 1937 and 1947

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1937		1947		1937		1947	
	1937	1947	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School [1]										
Kindergartens, child centres, crèches, etc., private	...	[2] 329	...	...	...	...	...	...	[2] 13 221	...
Primary										
Primary, public [1]	10 149	[3] 7 478	...	...	23 056	11 423	*692 000	...	717 000	...
Primary, private	*[4] 1 700	*[5] 1 650	...	...	*[5] 6 800	...	...	...	*[5] 186 000	...
Secondary										
Secondary, public [6]	394	*[7] 706	...	...	6 121	2 594	*163 000	...	169 000	...
Secondary, private	*[4] 600	*[5] 700	...	...	*[5] 4 100	...	...	...	*[5] 91 000	...
Teacher training										
Teachers' colleges	7	14	...	...	...	...	2 791	...	[8] 5 714	...
Kindergarten teachers' colleges	...	[5] 5	...	...	...	...	...	...	[5] 382	...
Technical										
Senior colleges [9]	91	114	[10] 3 343	...	[11] 5 175	...	[10] 90 420	27 257	[11] 110 861	34 064
Higher										
Universities and university colleges	8	8	971	...	[2] 2 210	...	12 620	...	[2] 29 034	5 475
Special										
For deaf, blind, crippled, and mentally handicapped children	...	36	...	...	305	...	...	...	3 940	...

Source. Unesco questionnaire EDUC/67.
Note. Unless otherwise stated, data refer to full-time institutions, teachers and students.

1 State nursery schools are included with public primary schools.
2 School year 1948.
3 School year 1948 for Queensland and South Australia, 1949 for New South Wales, Western Australia and Tasmania.
4 School year 1936.
5 School year 1946.
6 Including government high schools, junior technical schools (boys), home science schools (girls), central schools, area schools, correspondence schools and other schools providing secondary education; also including 12 high schools offering a programme of secondary studies adapted to the requirements of intending teachers and officially called junior teachers' training colleges.
7 School year 1948 for Western Australia, 1949 for New South Wales. Of this number, 435 also have primary departments, which are counted as primary schools.
8 School year 1950.
9 Not including 5 State agricultural colleges, for which data on teachers and enrolment are not available.
10 Including part-time teachers and students.
11 School year 1945, including part-time teachers and students.

5. Age-Distribution of Students
in public primary and secondary schools in 1946

Age in years	Students enrolled	
	Number	Percentage by age
All ages	**844 011**	**100.0**
Under 6	61 754	7.3
6	92 846	11.0
7	94 395	11.2
8	92 341	10.9
9	90 472	10.7
10	88 384	10.5
11	82 492	9.8
12	78 806	9.3
13	61 615	7.3
14	58 512	6.9
15	26 839	3.2
16	11 055	1.3
17	3 556	0.4
18	954	0.1

Source. Unesco questionnaire EDUC/67.

6. Higher Education
Number of teachers, students and graduates, by faculty and by sex. in 1948

Faculty	Number of faculties	Number of teachers	Students enrolled			Graduates		
			Total	Male	Female	Total	Male	Female
All faculties	**76**	**[1] 2 210**	**29 034**	**23 559**	**5 475**	**3 450**	**2 529**	**921**
Arts	8	286	7 054	4 407	2 647	788	459	329
Science	7	488	3 876	3 092	784	650	520	130
Engineering	6	184	2 829	2 827	2	319	317	2
Law	7	95	1 788	1 714	74	161	154	7
Medicine	7	467	4 239	3 693	546	[2] 551	[2] 392	[2] 159
Dentistry	6	136	1 485	1 406	79	125	105	20
Veterinary science	5	42	465	428	37	37	35	2
Music	2	89	364	124	240	39	6	33
Architecture	3	43	456	406	50	7	7	—
Agriculture	6	79	550	507	43	65	59	6
Commerce or economics	6	173	3 462	3 245	217	276	241	35
Education	4	96	1 648	1 170	478	312	206	106
Divinity	1	12	11	11	—	—	—	—
Journalism	2	...	68	49	19	3	1	2
Pharmacy	3	6	516	414	102	20	13	7
Social studies	3	14	223	66	157	97	14	83

Source. Unesco questionnaire EDUC/67.
Note. Data relate to 6 universities and 2 affiliated university colleges, not including the recently established Australian National University and the New South Wales University of Technology.

[1] Excluding departments of journalism.
[2] Including 328 (85 female) post-graduate diplomas.

AUSTRIA

Total population
(estimate: mid-year 1949)
7 000 000

7. Summary of School Statistics
Number of institutions, teachers and students in 1936/37 and 1948/49

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1936/37		1948/49		1936/37		1948/49	
	1936/37	1948/49	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Kindergartens	928	1 035	1 718	1 718	2 719	2 719	45 142	23 083	62 627	31 289
Primary										
Elementary	4 591	4 289	21 604	...	26 561	...	666 632	332 514	701 186	345 675
Higher	641	589	6 980	...	6 863	...	150 244	76 208	120 366	62 420
Secondary										
General	171	167	4 852	...	...	...	64 042	20 405	47 310	16 511
Teacher training										
Normal, for kindergarten teachers	27	81	91	82	...	...	508	508	9 345	9 345
Normal, higher	34	60	526	220	...	...	4 262	2 292	15 226	3 127
Technical										
Trade and domestic economy	60	54	...	...	...	...	9 795	5 313	7 339	4 262
Higher										
Universities	4	4	1 495	...	1 648	...	14 304	3 138	19 762	5 396
Technical higher schools	8	9	734	...	1 044	...	4 918	460	12 197	1 493
Special										
Special schools	...	70	606	...	681	...	5 981	2 358	7 774	3 035

Source. Oesterreichisches Statisisches Zentralamt, Wien. *Statistisches Jahrbuch Oesterreichs*, 1938, and *Statistisches Handbuch*, 1950.

BELGIUM

Total population
(estimate: end-of-year 1949)
8 614 000

Prepared by the Belgian National Commission for Unesco, Brussels

The Belgian Constitution declares that education is free and prohibits any act which may obstruct its progress; offences in this regard are to be punished by law (Article 17).

With this background, two types of school have evolved: public, which depend on the State, the provinces or the local authorities; and private, administered by institutions or private persons. In practice private education is largely organized by the religious authorities. These two types of education, public and private, exist at all levels: nursery school, primary, secondary, teacher-training, vocational, special, higher.

In regard to centralization, it may be remarked that on the whole the Ministry of Public Instruction[1] exerts a preponderant influence on organization, administration and the programmes of all education. Since many of the private schools, according to their level, wish to obtain State subsidies or to grant recognized diplomas, they usually adopt official programmes and add or suppress various optional courses.

According to the latest available figures, the Ministry of Public Instruction devoted 3,042 million Belgian francs to pre-school and primary education, and 900 millions to secondary education.

Practically the whole of the country falls into one or the other of the two main linguistic divisions[2] —Flemish and French—and these determine the first language for instructional purposes.

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1 A number of educational institutions depend also on other Ministries—Justice (reform schools), Defence (cadet school, Royal military college, War college), Agriculture (continuation and seasonal courses), Colonies (University Institute for Overseas Territories).

2 The Brussels region (about 1 million inhabitants) is bilingual. Immediately after the war an attempt was made to provide a special system of continuation schools for the eastern cantons. This ceased in 1948; but although the general curriculum is now used, it is adapted flexibly to local linguistic needs.

LEGAL BASIS

School organization is not governed by a single, comprehensive body of legislation; it has evolved to suit various periods, circumstances and needs and consequently reference will be made to relevant laws and decrees throughout this description.

ORGANIZATION OF THE SCHOOL SYSTEM

NURSERY SCHOOL EDUCATION

This comprises also the kindergartens. Attendance is not obligatory. While the first programme, of a rudimentary kind, was included in the circular of 18 September 1880, the first real legislation dates from 1918. At present the programme of 14 June 1927 is in force, but a new one is being studied.

At this level—3 to 6 years of age—the main concern is with rearing rather than instruction. The nursery schools aim to inculcate the habits of observation, perseverance and discipline. By using active methods they develop the senses and exercise the faculties which will be directly useful at the beginning of the primary school.

The State is responsible for the salaries of teachers *(maîtresses)* in all nursery schools, public and private, controlled by the Ministry. As an experiment, several special inspectresses of nursery schools have now been appointed.

PRIMARY SCHOOLING

Free primary school facilities exist in all communities.

The primary course is covered by the period of compulsory education of eight years (from 6 to 14 years of age). The last organizing Act, of 19 May 1914,

has been revised by, among others, the Royal Decree of 25 October 1921. There is a tendency to extend compulsory schooling to a period of nine years—which is already the case for adolescents of 14 who have no employment. At present plans are being considered for extending the school-leaving age to 15 years.

The curriculum now in force dates from 1936. It is inspired by contemporary educational thought, with particular features from Decroly's pedagogy; among other elements one finds the study of environment, use of centres of interest, global method of reading, individual and group work, activity, self-government by the pupils, and so on.

The primary course usually comprises six years of study. When in 1914 the school-leaving age was raised to 14 years, two additional classes were created, termed the fourth stage *(quatrième degré)*; these were specially intended for pupils who did not expect to continue to the middle school. The law allows local authorities to adapt this fourth stage teaching to local needs, so that the programmes are extremely varied. At present the usefulness of the fourth stage is under debate, since it has been progressively absorbed into different types of middle schools.

Teachers in the public and private primary schools controlled by the State are paid by the State. Inspectors of preparatory sections (pupils aged 6 to 12 years) attached to the middle schools are responsible also for supervising all State primary schools. Cantonal inspectors (appointed by the Ministry of Public Instruction) supervise primary schools run by local authorities and private schools subsidized by the State.

SECONDARY SCHOOLING

The law now in force dates from 1 June 1850, with amendments of 15 June 1881, 6 February 1887 and 14 August 1947. By the last law pupils are allowed to change sections freely during the first three years, without prejudice to their qualifying for the final certificate.

A distinction is drawn between:

1. Lower secondary education (from 12 to 15 years of age), termed also 'middle education of the second degree' or briefly, middle schooling.
2. Higher secondary education (from 12 to 18 years of age), termed also 'middle education of the first degree', and comprising the public schools called *athénées* (for boys) and *lycées* (for girls) along with the private schools called *collèges*.

Both forms of secondary education are supervised by a special inspectorate, part of which also controls teacher training. Private secondary schools that receive no State subsidy are not subject to this inspection.

The Middle Schools

On completing the primary course pupils who go to middle schools usually have a choice between two or three alternative courses of study: the general section; the classical section; the pre-vocational or applied section which offers a direction to those with technical aptitudes.

At times an agricultural section is found. In mixed schools and girls' schools there is also a domestic section for training in home economics.

The first year of study is almost identical for all these sections and subsequent transfers between them are thus easy. There are also various possibilities within the middle-school pattern to enable pupils to prepare for further studies.

The 'Athénées' and the 'Lycées'

Their first three years correspond to those of the middle school. The main divisions within these schools are: the 'Latin section' which, from the fourth year on subdivides into the Latin-Greek and the Latin-mathematical groups; since 1947 another group, Latin-science, has been added; the 'modern section' also divides in the fourth year into scientific and commercial groups.

On completing the six-year course, termed humanities, pupils may enrol for higher education.

TECHNICAL EDUCATION

This is regulated by the Decree of 10 July 1933. Government inspectors supervise the State technical schools and those approved by the State; in both types the teachers are paid by the State, either wholly or in part.

The system is extremely complex because schools have been set up throughout the country to serve local needs—the demands of industry and the requirements of artisans and technicians for high qualifications.

A large number of schools are included under this heading. In general their aim is to provide vocational training for future workers in industry and commerce, in the crafts, applied arts, agriculture, social services, home sciences, women's crafts (dressmaking) and so on. The pattern of technical education is therefore extremely varied for the different vocations or crafts and in the general educational and technical content which the studies require.

As a rule the course, at a secondary level, comprises six years of study falling into two stages, either 4-2 or 3-3 years respectively. Higher technical education follows upon the secondary course with a further three years of study.

Within the complex system four main general divisions may be distinguished:

1. *Day Courses.* The lessons and practical periods take place by day in the training of specialists for most of the trades and crafts. This type comprises the higher, secondary and middle technical schools, the vocational schools, apprenticeship workshops, schools of decorative arts and of applied arts, and so on.
2. *Evening and Sunday Courses.* These are designed for adolescents and even for adults who work by day and wish to improve and complete their vocational skills. In this group fall the industrial schools—higher, middle and primary—some vocational schools, schools of decorative and applied arts, and so on.
3. *Technical Training for Girls.* Professional training and courses in home economics may be distinguished. The professional schools require four, six or eight years of study.
4. *Normal Schools and Courses* for training teachers of technical subjects: they consist of two further years of study, devoted to theory and practice of teaching, after completion of the vocational school course.

From another point of view, the grading of schools in the technical education system gives this classification:

1. Higher technical schools open to those who have completed a secondary course.
2. Secondary technical schools open to those who have completed the middle school course.
3. Vocational schools which accept pupils from primary schools.

This pattern exists for both day- and evening-schools. The same is true for girls' education, but several specialized schools—for domestic science, social services, nursing and midwifery—must be added.

For pupils intending to take up agriculture and horticulture there are technical schools: middle (12 to 15 years of age), secondary (15 to 18 years) and higher (18 to 21 years), and also schools of rural domestic science.

The tendency today is to co-ordinate technical education, to standardize it in terms of methods and localities, while adapting it still more closely to the economy of the region and the needs of industry and commerce. An attempt is also being made to improve teacher training.

TEACHER EDUCATION

Courses are designed to provide general education as well as professional training. There are three types of training college:

1. *Nursery School (écoles normales gardiennes)*, for teachers of kindergartens; the course lasts three years (from 15 to 18 years of age), and the entrance examination is open to those who have an excellent upper primary school *(quatrième degré)* record or who have completed the middle school. The programme of these normal schools was set up by the Royal Decree of 7 May 1926, amended by that of 21 March 1928.
2. *Primary*, to train men and women teachers of primary schools *(instituteurs et institutrices)*; the course lasts four years (from 15 to 19 years of age) after an entrance examination. The most recent legislation on the training of primary school teachers dates from 7 May 1926.
3. *Middle*, for the future teachers of middle schools *(régents ou professeurs)*; the course lasts two years (from 18 to 20 years of age) after completion of secondary school or after the primary teacher-training course. Students who pass the entrance examination choose one of these groups of subjects: literature, science, Germanic languages.

The latest decree here dates from 29 October 1927. State inspection extends to all the normal schools, public or private, which confer diplomas recognized by the State.

Apart from this system, a number of teacher-training courses are organized by the State, the provinces and local authorities for such fields as physical education, drawing, handicrafts, teaching of abnormal children, music, vocational and agricultural education, etc. There are similarly provincial courses for training the future directors of sports fields and youth movements.

Teachers for the higher secondary schools are trained at Universities, where they have to obtain a degree (or a doctorate) and pass the competitive examination for high school teachers (*professeur agrégé de l'enseignement moyen du degré supérieur*).

Remarks. In some of the large centres of population there is also a local inspectorate which controls various categories of schools but does not exclude the State inspection.

SPECIAL EDUCATION

Two main types of institution may be distinguished: for retarded, mentally deficient and delinquent children; for specialized teaching of the blind, deaf and dumb, crippled and physically disabled.

ARTISTIC EDUCATION

The system is complex and programmes vary from

school to school for different levels of study. Schools of art and music, conservatories, academies of fine art, etc., offer wide opportunities for cultivating artistic tastes or gifts, at every stage.

HIGHER EDUCATION

Although the higher technical schools, the Royal Academies of Fine Arts, the Royal Conservatories of Music and the middle training colleges for teachers provide higher education, they do not grant university degrees. Apart from the universities there are, however, a few specialized institutions—the State Institutes of Agronomy (Ghent and Gembloux), the Higher Textile School (Verviers), etc.—which do grant degrees of university status. In any case, only the four universities of Brussels, Ghent, Liège and Louvain confer the doctorate.[1]

At the universities, the courses lead to scientific research and the liberal professions by two stages: the first, termed *candidature* (usually of two years) is a period of general or indirect preparation for specialization; the second or specialized stage leads to the degrees of licentiate *(licencié)*, of doctor, engineer, pharmacist, etc. The universities generally have faculties of philosophy and letters, science, medicine, law, applied science, together with associated schools and institutes of higher learning.

The law on higher education dates from 15 July 1849. No inspection of courses occurs, but the central authority is represented in each university by an administrator who comes immediately after the rector in the hierarchy.

ADULT EDUCATION

Owing to compulsory education, the old adult schools have lost almost all their importance and have disappeared.

However, some evening and week-end courses exist to enable workers to complete their technical training or to provide students with educative leisure-time activities. Short courses for farmers and workers are also organized. During 1950 some 356 primary schools and 784 technical schools provided courses for adults with an enrolment of 5,409 and 131,581 adults respectively for the two school categories.

[1] Mention should however be made of the Regent's Decree of 17 December 1949, permitting the State Agronomic Institutes of Ghent and Gembloux to confer a doctorate in agronomic science.

PRIVATE SCHOOLS

It has been pointed out above that private schools exist at every level of the educational system, and that the majority are administered by religious authorities.

State control of all primary and technical schools which are subsidized or approved is carried out by the inspectorate. The same is true for approved teacher-training colleges.

Private middle and higher education are not inspected by the State.

SCHOOL BUILDINGS AND EQUIPMENT

In general, equipment, buildings and the expenses of their upkeep are the responsibility of the controlling body—the State, province, local authority or private body as the case may be.

Scholastic supplies have to be paid for by parents. However, in infant and primary schools these supplies, wholly or in part, are usually provided free by the local authority or the organizing body. This happens also in some technical schools.

Many of the other schools have commitees, clubs or associations for the purpose of the free issue—or the loan or sale at reduced rates—of books and the standard items that pupils need.

STATUS OF TEACHERS

The appointment of teachers is generally made by the authority responsible for the school: State, province, local authority or private body.

All teachers in the primary school have to have the teaching diploma *(diplôme d'instituteur ou d'institutrice)*, which also enables them to teach the preparatory classes of middle schools. The middle school classes require a teacher who is a *régent* (i.e., qualified by the middle training college); and in the higher secondary schools the teacher has to be a graduate with a special diploma acquired by competitive examination. Teachers for such subjects as gymnastics, drawing, music, form a separate category.

In technical schools the *régent* takes the general classes for pupils between 12 and 15 years of age, the *licencié* those of a higher level. Technical subjects are taught by instructors or teachers who have specialized qualifications.

Posts in the State primary teachers' colleges are given to graduates and to those qualified primary

teachers who pass a competitive examination *(certificat d'aptitude au professorat)*.

In the centres of higher education and the universities that depend on the State, appointment of teaching staff is made by the respective Ministries.

HEALTH SERVICES AND PHYSICAL EDUCATION

Medical inspection of school premises is obligatory in the pre-school and primary stages. It is organized by local authorities but some attempts have been made to extend the service over a wider area.

Pupils have to be examined by the school doctor when they enter the school, and thereafter at least once during the school year; the doctor informs parents of cases that require attention.

Some municipalities organize school clinics for poor pupils.

Physical education is a required subject in practically all curricula, the teachers receiving special training. At university level degrees and doctorates are conferred in physical education.

EDUCATIONAL ROLE OF YOUTH MOVEMENTS

A special effort has been made to link the school with youth movements, and to create within each school youth groups that will play a complementary part in physical, moral and social education. The problem of leaders is difficult to solve. Mention was made above of the provincial courses which aim to meet this need by training educators for the youth movements.

SPECIAL PROBLEMS AND RECENT TRENDS

The general movement of educational reform remains a constant concern of the responsible authorities who attempt to bring the educational system into line with the needs of society.

On the one hand, the system is being strengthened by expansion in the most diverse directions—the setting up of new schools and sections, of vocational guidance services, the extension of the school-leaving age to 15 years; and on the other hand there is a trend towards a coherent and uniform pattern by rationalizing the existing schools.

Of particular importance are the efforts to use active teaching methods, and the ever-growing help which educators find in supplementary activities such as cinema and radio.

An attempt is being made to improve the material standards of schools, to fit out laboratories with necessary equipment and to develop playing fields, gymnasia and swimming pools.

Scholarships granted after competitive examinations to bright pupils of humble family enable them to obtain higher education.

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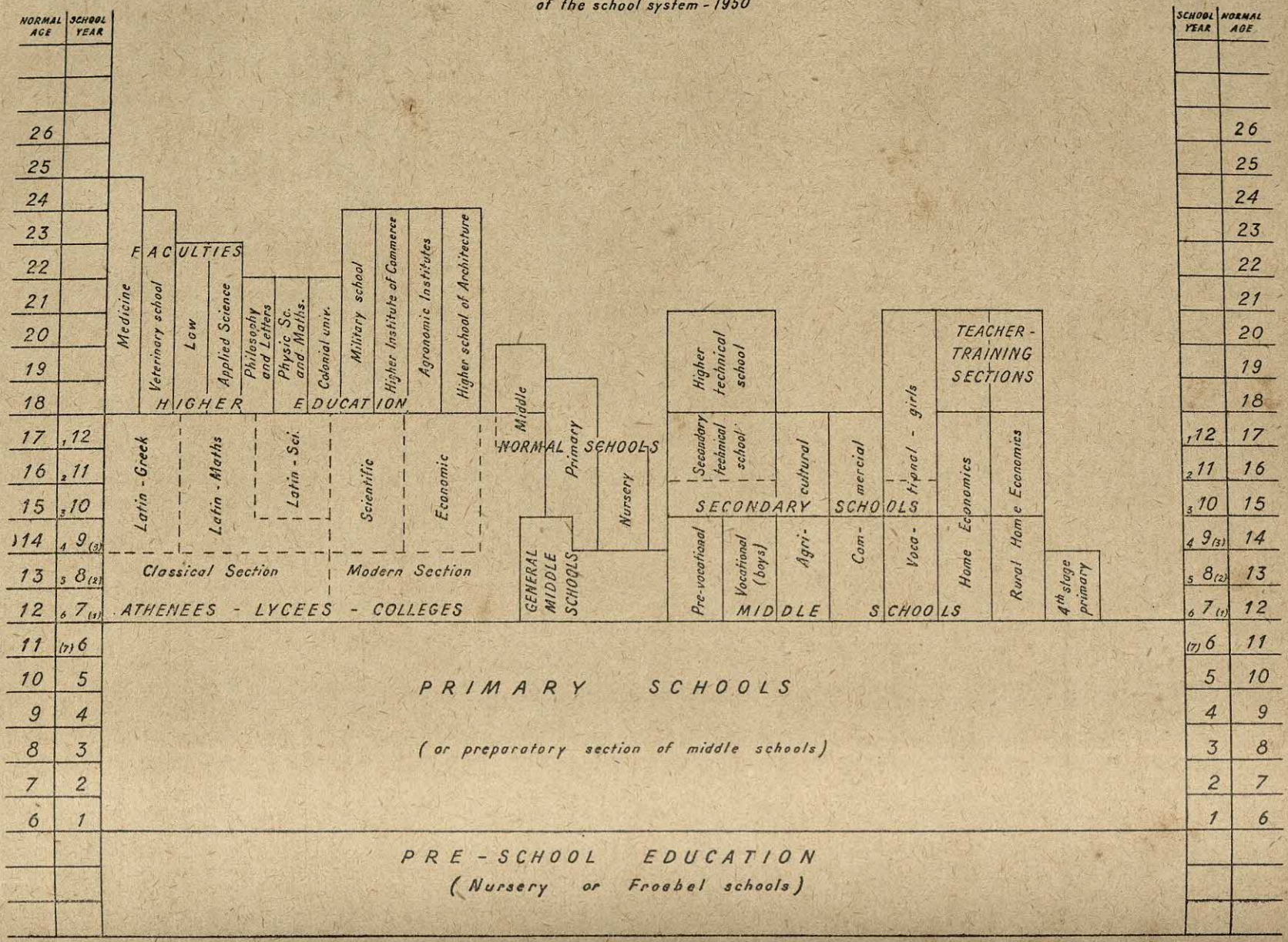
BELGIUM

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Nursery schools *(écoles gardiennes)*	3	3	Home	
Nursery divisions in public middle schools	3	3	Home	
Practice kindergartens attached to normal schools	3	3	Home	
Primary Education				
Primary schools	6	8	Nursery schools or homes	Primary school certificate *(certificat de fin de 6e année d'études primaires)*
Preparatory divisions in middle schools	6	6	Nursery schools or homes	Primary school certificate *(certificat de fin de 6e année d'études primaires)*
Practice primary schools attached to normal schools	6	6	Nursery schools or homes	Primary school certificate *(certificat de fin de 6e année d'études primaires)*
Secondary Education				
Secondary schools (middle schools, *athénées, lycées, collèges)*	12	3 or 6 [1]	Primary schools, preparatory divisions of middle schools, vocational schools	Middle school certificate *(certificat de fin d'études moyennes)* Diploma in Humanities *(diplôme d'humanités)*
Normal schools for nursery teachers	14	3	Fourth stage of primary schooling	Nursery teacher's diploma
Normal schools for primary teachers	15	4	Preparatory sections of normal schools	Primary teacher's diploma
Technical and vocational secondary schools	12	3—6	Primary schools	Various
Academies and drawing schools	(12)	3	Various	
Music schools	(10)	6—8	Various	
Higher Education				
(a) Non-degree-granting colleges:				
Higher technical schools	18	3—4		
Normal middle schools	18	2	Normal primary schools - *diplôme d'humanités*	Certificate of *regent (professeur agrégé de l'enseignement moyen du degré inférieur)*
Royal academies of fine arts	(14)	4—5	Drawing schools	
Royal conservatories of music	(14)	8—9	Music schools	
(b) Degree-granting colleges, universities and schools:				
Universities (Ghent, Liège, Brussels, Louvain)	18	4—7	*Diplôme d'humanités*	Degrees of *candidat, licencié, docteur, pharmacien, ingénieur,* and high school teaching diplomas *(agrégé de l'enseignement supérieur, agrégé de l'enseignement moyen du degré supérieur)*
Polytechnical faculty, veterinary school, agronomic institutes, etc..	18	2—6	*Diplôme d'humanités*	Degree of *candidat (ingénieur, docteur)*
Royal military school (polytechnical division)	18	5	*Diplôme d'humanités*	*Ingénieur licencié*
Royal institute of overseas territories	18	5	*Diplôme d'humanités*	
Higher institutes of fine arts	18	5	*Diplôme d'humanités*	*Architecte, ingénieur*
Higher technical schools	18	3—5	*Diplôme d'humanités*	*Architecte, ingénieur, candidat, licencié*

[1] 3 years for lower stage

8. Summary of School Statistics

Number of institutions, teachers and students in 1938/39 and 1948/49

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1938/39		1948/49		1938/39		1948/49	
	1938/39	1948/49	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Nursery, public	1 576	1 489	2 592	2 592	2 598	2 598	73 528	35 896	85 008	40 703
Nursery, private	2 569	2 561	4 823	4 823	5 246	5 246	176 561	89 451	204 783	102 323
Nursery divisions in public middle schools	...	65	...	...	...	...	...	...	3 434	1 654
Kindergartens attached to State normal schools	...	7	...	...	...	...	...	...	309	...
Primary										
Primary, public	5 205	5 067	18 410	8 023	15 006	5 851	473 073	172 659	334 390	116 953
Primary, private	3 507	3 666	16 594	11 592	16 500	11 102	481 965	303 170	433 893	265 753
Preparatory divisions in public middle schools	...	214	...	...	...	...	...	...	37 381	14 180
Secondary										
Middle, public	251	256	...	...	8 325	...	81 182	...	49 148	16 325
Middle, private	...	[1] 473	...	...	...	...	...	...	[1] 70 616	17 019
Teacher training										
Normal, nursery and primary, public	16	39	...	...	[2] 851	...	3 088	1 477	2 716	...
Normal, nursery and primary, private	26	80	...	...	[2] 741	...	10 803	6 151	7 392	...
Normal, middle, public	7	13	...	...	...	...	562	309	769	...
Normal, middle, private	...	25	...	...	...	...	...	...	772	...
Technical										
Secondary, public and private	...	1 046	...	...	14 633	...	...	...	125 777	69 329
Higher, public and private		66	...	...	1 693	...	...	...	6 545	660
Music and art, secondary, public and private	...	173	...	...	2 023	...	...	...	33 582	...
Music and art, higher, public	...	[3] 12	...	...	[4] 335	...	...	...	[4][3] 329	...
Higher										
Universities, public and private[5]	4	4	...	...	...	...	11 566	1 859	17 471	2 898
University colleges, private[6]	...	2	...	...	...	...	...	...	723	86
Other professional schools public and private[7]	...	5	...	...	...	...	...	...	953	5
Special										
For the blind and deaf-mutes	...	9	...	...	45	16	...	...	709	199
For migrant children	5	6	...	...	30	22	601	253	744	312
For retarded, mentally deficient, and delinquent children	...	43	...	...	193	146	2 738	1 484	3 699	1 953

Source. Unesco questionnaire EDUC/67.
Note. Unless otherwise stated, data refer to full-time institutions, teachers and students.

[1] Including 15 private schools, with 5,572 students enrolled, not reported by sex.
[2] Including teachers in middle normal schools.
[3] Including 4 royal academies of fine arts, for which data on teachers and students were not available.
[4] Teachers and students in 5 royal conservatories of music and 3 higher institutes of fine arts.
[5] The universities of Ghent, Liège, Brussels, and Louvain.
[6] The Institut Saint-Louis at Brussels and university faculties of Notre-Dame de la Paix at Namur.
[7] Including the polytechnic division of the Royal Military School at Brussels.

9. Age-Sex Distribution of Students in public and private schools in 1948/49

Age in years	Number of students enrolled			Percentage of students enrolled					
				By sex for each age			By age for each sex		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
All ages	**1 432 174**	**738 266**	**693 908**	**100.0**	**51.5**	**48.5**	**100.0**	**100.0**	**100.0**
Under 6	279 644	142 048	137 596	100.0	50.8	49.2	19.5	19.2	19.8
6	97 041	49 432	47 609	100.0	50.9	49.1	6.8	6.7	6.9
7	88 778	44 711	44 067	100.0	50.4	49.6	6.2	6.1	6.4
8	89 703	40 971	48 732	100.0	45.7	54.3	6.3	5.5	7.0
9	106 464	53 345	53 119	100.0	50.1	49.9	7.4	7.2	7.7
10	106 891	53 891	53 000	100.0	50.4	49.6	7.5	7.3	7.6
11	100 126	49 976	50 150	100.0	49.9	50.1	7.0	6.8	7.2
12	88 682	42 167	46 515	100.0	47.5	52.5	6.2	5.7	6.7
13	118 830	63 531	55 299	100.0	53.5	46.5	8.3	8.6	8.0
14	77 501	36 683	40 818	100.0	47.3	52.7	5.4	5.0	5.9
15	60 936	33 723	27 213	100.0	55.3	44.7	4.3	4.6	3.9
16	46 610	28 040	18 570	100.0	60.2	39.8	3.3	3.8	2.7
17	37 202	23 744	13 458	100.0	63.8	36.2	2.6	3.2	1.9
18	30 070	20 515	9 555	100.0	68.2	31.8	2.1	2.8	1.4
19	17 168	11 711	5 457	100.0	68.2	31.8	1.2	1.6	0.8
20	12 258	8 276	3 982	100.0	67.5	32.5	0.9	1.1	0.6
21	15 355	7 477	7 878	100.0	48.7	51.3	1.1	1.0	1.1
22	15 055	7 247	7 808	100.0	48.1	51.9	1.1	1.0	1.1
23	14 532	6 821	7 711	100.0	46.9	53.1	1.0	0.9	1.1
24	14 325	6 703	7 622	100.0	46.8	53.2	1.0	0.9	1.0
Over 24	15 003	7 254	7 749	100.0	48.4	51.6	1.0	1.0	1.1

Source. Unesco questionnaire EDUC/67.
Note. Data refer only to the following types of schools: primary and nursery schools, public secondary schools, technical schools, and 8 institutions of higher education.

10. Higher Education
Number of students in 1949/50, and diplomas awarded in 1948/49

Faculty	Students enrolled, 1949/50					Diplomas awarded, 1948/49				
	Total	Male	Female	Belgian	Foreign	Total	Male	Female	Belgian	Foreign
All faculties [1]	**21 485**	**18 114**	**3 371**	**20 353**	**1 132**	**3 389**	**2 900**	**489**	**3 227**	**162**
Theology and religion . . .	251	219	32	187	64	67	65	2	51	16
Philosophy, arts and related studies	1 424	791	633	1 343	81	422	269	153	405	17
Law and related studies . . .	4 219	3 647	572	4 160	59	545	498	47	539	6
Pure science and mathematics .	1 357	985	372	1 269	88	282	219	63	269	13
Medicine, pharmacy, etc. . . .	6 178	5 070	1 108	5 914	264	777	622	155	747	30
Veterinary medicine	264	260	4	263	1	33	33	—	32	1
Applied sciences, arts, manufacturing	2 681	2 669	12	2 468	213	455	453	2	435	20
Agronomy	885	878	7	837	48	179	177	2	173	6
Commerce, economics, finance. .	2 604	2 317	287	2 446	158	426	397	29	396	30
Political and social sciences . .	1 167	982	185	1 063	104	129	110	19	121	8
Pedagogy and psychology. . .	419	260	159	372	47	74	57	17	59	15
Interfaculty centres	36	36	—	31	5	.	.	.	.	.

Source. Fondation Universitaire — Bureau de Statistiques Universitaires. *Rapport Annuel 1950.*

[1] Numbers include duplicate enrolments; actual number of students totalled 19,538 (3,046 female; 1,017 foreign).

BOLIVIA

Total population
(estimate : mid-year 1949)
3 990 000

Based on data supplied by the Ministry of Education

ADMINISTRATION

Bolivian education is directed by the Ministry of National Education. A directorate-general is the technical body charged with administering the whole educational system and with applying legal enactments at the national level.

The directorate-general of education comprises: a director-general; an inspector-general each for normal schools, secondary schools, primary schools and kindergartens; a technical inspector-general for primary schools; the heads of school districts and the inspectors or the 'visitors' *(visitadores)* in towns and school zones.

ORGANIZATION OF THE SCHOOL SYSTEM

PRE-SCHOOL EDUCATION

This is given by a number of kindergartens which exist mainly in department capitals. They receive children between the ages of 4 and 7 years and use methods derived in the main from the principles of Montessori and Decroly. Some kindergartens are attached to primary schools.

PRIMARY EDUCATION

The primary schools of Bolivia fall into two distinct systems—urban and rural.

Urban primary schools take children from 7 to 13 years of age. The curriculum comprises these subjects: natural science, geography, history, moral, social and civic instruction; Spanish (reading, writing, recitation, composition and dictation); mathematics (elements of arithmetic and geometry); drawing, manual work, domestic science, child care, music, physical education.

Rural primary education is designed especially for the native population of the rural areas of the country. It is organized in the main on the system called 'rural school nuclei' *(núcleos escolares campesinos)*; each unit consists of a central school and a number of sectional schools in the surrounding district. The principal of the central school is charged with ensuring that the sectional schools function efficiently. The nuclear schools usually provide two cycles of study, of two years each. The Inter-American Co-operative Education Service has made an agreement with the Bolivian Government, and collaborates actively in this field with the department of rural education of the Ministry of Education.

The aims of the nuclear system, as set out in the teaching guides for rural teachers, are as follows: to educate the peasants in good habits of living as regards food, clothing, housing, health, civic, social and religious activities; to make the peasant a good farmer and teach him the importance of conserving the soil and other natural resources; to train the peasant in the practices of animal husbandry and local cottage industries; to provide a necessary education in the basic school subjects; to help the peasant to play his part as a member of the family and the community, and to become a useful citizen.

SECONDARY EDUCATION

Secondary schooling in Bolivia consists of a six-year course leading to the certificate of bachelor. A boys' school is termed a college *(colegio)* and a girls' school a lyceum *(liceo)*. Education in the public secondary schools is free.

The curriculum contains these subjects: civics, mathematics, physics, chemistry, natural science, geography, history, philosophy, Spanish grammar and literature, French, English, physical education, drawing and calligraphy, music and singing.

Girls' schools follow the same curriculum but add

courses in dressmaking, home economics and child care.

TEACHER TRAINING

Primary and secondary school teachers are trained at the National School for Teachers *(Escuela nacional de Maestros)* of Sucre and at the Higher Normal Institute *(Instituto normal superior)* of La Paz. The institution in Sucre also trains teachers for kindergartens, domestic science subjects and music.

The course lasts four years. The programme for primary teachers covers: pedagogy, psychology, sociology, English, French, gymnastics, drawing, manual work, biology, methods of primary school teaching, science, arithmetic, history, grammar, chemistry, music. Kindergarten teachers follow some of the primary courses and take special courses in child care and methods of teaching Spanish and music to the very young. Intending music teachers specialize in harmony, the history of music, solfeggio and vocal theory.

Pupil-teachers are also required to do practical classroom teaching.

For the training of secondary school teachers there are four separate sections which group the subjects of the secondary curriculum: literature and philosophy; geography and history; biological sciences; physics and mathematics. In the Sucre National School for Teachers all four sections take the following subjects in common: pedagogy and methods of secondary school teaching, psychology, sociology, English, French, gymnastics, manual work. Specialized courses corresponding to the sections listed above are: Latin, literature, grammar and philosophy, for the first; Latin, geography and history for the second; Latin, biology and natural sciences for the third; physics, elementary and higher mathematics, elementary chemistry, for the fourth.

On completing the course, students of the two normal schools receive a certificate of teaching proficiency. The courses are free and bursaries are given to needy students.

Teachers for rural schools are trained in two rural normal schools with a four-year course. These schools are situated at nuclear centres and students are admitted on completion of the primary school course.

Finally, there is the National Institute of Physical Education, which gives a course of four years.

VOCATIONAL EDUCATION

The main institutions providing vocational training are the schools of arts and crafts for boys *(escuelas de artes y oficios)*, vocational schools for girls *(escuelas profesionales de señoritas)* and the commercial schools *(escuelas de comercio)*.

Schools of arts and crafts provide an elementary course of two years' duration for pupils who have completed the first four years of the primary school. In addition to general subjects, the curriculum contains the rudiments of various trades: carpentry, mechanics, metal casting and ceramics. The secondary cycle of these schools is designed for pupils who have completed a full primary course, and it bears, in a more specialized way, on a number of vocations: mechanics, electricity, metal casting, carpentry, graphic arts.

Vocational schools for girls admit pupils who complete the six-year primary school. They offer a four-year course comprising general education and practical work (dressmaking, embroidery and knitting, cooking, toymaking). Other institutions which give vocational training to girls are the school of nursing, the school of social work and the academy of dressmaking.

Commercial schools are organized in two stages: a lower cycle of one to three years for training bookkeepers, shorthand-typists and secretaries, and a higher cycle open to those who complete the lower course. At the end of the course the school gives a diploma in accountancy *(contador general)*.

The National Industrial School 'Pedro Domingo Murillo' at La Paz has a high reputation. Some universities too, have set up technical institutes and vocational courses at a secondary or pre-university level.

Artistic education is provided by the National Conservatory of Music and the School of Fine Arts.

HIGHER EDUCATION

The seven Bolivian universities (La Paz, Sucre, Cochabamba, Potosí, Oruro, Santa Cruz and Tarija) are autonomous. Since 1941 a consultative body *(Congreso de la Universidad Boliviana)* has built up contact between them and fostered collaboration and common action. Each university is administered by a council composed of the rector, vice-rector, the deans and directors of faculties and institutes, one professor from each faculty and institute, one student representative and one delegate of the students' federation.

University funds are derived from various sources: Government subventions, the revenue from special taxes, endowments and enrolment fees.

Professors are appointed by the university councils.

The universities comprise faculties, schools and

university institutes. For admittance to some of the institutes it is not necessary to have the 'bachelor's' diploma.

FINANCE

The budget year 1950-51 shows the following figures for Bolivian education:

	Bolivars
Budget of Ministry of Education ...	546 397 422
Budget of Ministry of Health and Hygiene devoted to education ...	965 000
Fees	20 000
	547 382 422

State subventions to private education: 5 million bolivars.

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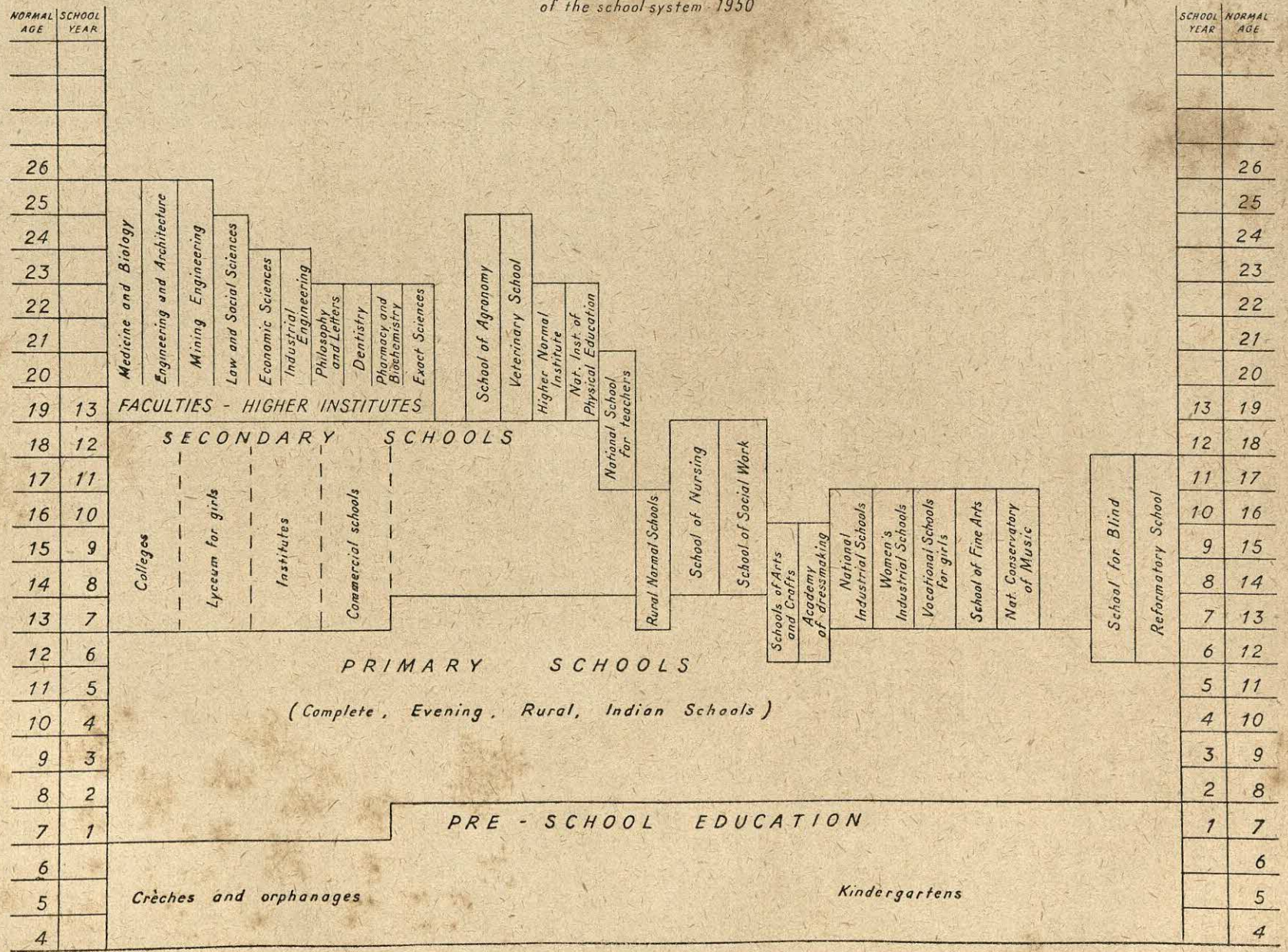
BOLIVIA

Diagram of the organization of the school system 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Kindergartens *(jardín de niños)*	4—7	2	Home	Certificate
Crèches and orphanages *(casas cunas y orfelinatos)*	1—5	5	Home	Certificate
Primary Education				
Complete primary schools, leading to sec. educ. *(escuelas completas)*	7	6		
Incomplete primary schools *(escuelas incompletas)*	7	less than 6	Home	Promotion certificate
Evening schools *(escuelas nocturnas)*	10—20	6	—	—
Rural schools *(escuelas rurales)*	8	4	—	—
Indian schools *(escuelas indigenales)*	8	4	—	—
Secondary Education				
Secondary college *(colegio secundario)*	12—13	6	Sixth primary	Diploma of bachelor *(Diploma de bachiller en humanidades)*
Lyceum for girls *(liceo de señoritas)*	12—13	6	Sixth primary	Diploma of bachelor *(Diploma de bachiller en humanidades)*
'Arrieta' Institute	12—13	6	Sixth primary	Diploma of bachelor *(Diploma de bachiller en humanidades)*
'Inglés Católico' College	12—13	6	Sixth primary	Diploma of bachelor *(Diploma de bachiller en humanidades)*
Nursing school	14	4	Sixth primary	Diploma of bachelor *(Diploma de bachiller en humanidades)*
School of Social Work *(escuela de visitadoras sociales)*	14	4	Sixth primary	Diploma of bachelor *(Diploma de bachiller en humanidades)*
Higher Education				
(a) Non-degree-granting Colleges :				
Higher Normal Institute	19	4	Sixth secondary	Title of 'State Teacher' *(Profesor de estado)*
National School for Teachers	15	4	Fourth secondary	Title of 'Normal Teacher' *(Maestro normal)*
Rural Normal School	13	4	First secondary	Title or 'Rural Teacher' *(Maestro rural)*
National Institute of Physical Education	19	4	Sixth secondary	Title of 'Physical Education Teacher' *(Profesor de educación física)*
National Institute of Commerce	16	4	Third secondary	Diploma of auditor *(perito contador)*
Vocational School for Girls *(escuela profesional de señoritas)*	13	4	First secondary	Diploma of overseer *(maestro de taller)*
National Industrial School *(escuela industrial de la nación)*	13	4	First secondary	Certificate of overseer *(maestro de taller)*
Women's Industrial School *(escuela industrial femenina)*	13	4	Sixth primary	Proficiency certificate
School of Arts and Crafts *(escuela de artes y oficios)*	14	4	Third secondary	Certificate of overseer *(maestro de taller)*
Academy of Dressmaking *(academia de corte y confección)*	13	4	Sixth primary	Proficiency certificate
National Conservatory of Music	13	8	First secondary	Professional teaching diploma
School of Fine Arts	13	4	Third secondary	Diploma in speciality

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
(b) Degree-granting Colleges, Universities and Schools:				
Universities: typical faculties, of the *Universidad 'Mayor de San Andrés'* are:				
Law and Social Science . . .	21	6	Sixth secondary	Diploma of 'bachelor', Licentiate in law and social science
Medicine and Biology. . . .	21	7	Sixth secondary	Diploma of 'bachelor' and doctor in medicine and surgery
Engineering and Architecture . .	21	7	Sixth secondary	Diploma of 'bachelor', Title of civil engineer, etc.
Philosophy and Letters . . .	21	4	Sixth secondary	Diploma of 'bachelor', Licentiate in philosophy and letters
Dentistry	21	4	Sixth secondary	Diploma of 'bachelor', Title of surgeon dentist
Pharmacy and Bio-chemistry . .	21	4	Sixth secondary	Diploma of 'bachelor', Title of pharmacist
School of Economic Sciences . .	21	5	Sixth secondary	Diploma of 'bachelor', Title of financial auditor
School of Industrial Engineering .	21	5	Sixth secondary	Diploma of 'bachelor', Title of industrial engineer
Institute of Exact Sciences . .	21	4	Sixth secondary	Diploma of 'bachelor', in exact science
School of Agriculture . . .	20	4	Sixth secondary	Diploma of 'bachelor', Title of agronomic engineer
Faculty of Mining Engineering .	21	7	Sixth secondary	Diploma of 'bachelor', Title of mining engineer
School of Veterinary Science . .	20	4	Sixth secondary	Diploma of 'bachelor', Title of veterinarian

11. Summary of School Statistics
Number of institutions, teachers and students in 1950

Type of education and kind of school	Institutions	Teachers		Students	
		Total	Female	Total	Female
Pre-School					
Kindergartens and crèches	33	223	223	5 229	2 478
Primary					
Complete primary, public	235	3 592	1 936	52 422	22 934
Complete primary, private	40	641	465	14 577	6 415
Incomplete primary, public	208	1 276	535	27 782	11 018
Rural, public	1 079	1 548	548	47 050	11 220
Indian schools	...	...	...	...	...
Secondary					
Colleges, public	43	769	269	6 468	—
Girls' schools, public	23	742	415	2 902	2 902
Colleges, private	38	537	205	8 659	3 926
Teacher training					
Normal schools, public [1]	11	178	72	2 593	1 253
Normal schools, private	4	60	15	166	130
Higher normal	1	36	10	380	246
Technical					
Commercial	5	58	38	407	310
Vocational for girls	9	119	119	1 147	1 147
Industrial	2	37	10	668	172
Trade schools	6	124	41	960	—
Nursing	3	54	25	582	582
Social welfare	1	29	29	136	136
Art schools [2]	12	146	63	916	589
Higher					
Universities	2	193	39	1 148	91
Other institutions	5	52	3	537	12
Special					
For the blind	3	24	9	32	9
Reformatories	8	10	4	23	8

Source. Unesco questionnaire EDUC/67.
Note. Data refer to full-time institutions, teachers and students. In addition, there were 794 primary night schools, with 1,252 (621 female) teachers and 33,491 (12,413 female) students.

[1] Including 1 school of physical education and 5 normal commercial schools.
[2] Including schools of music and dress-making.

12. Age-Sex Distribution of Students in public and private primary and secondary schools in 1950

Age in years	Number of students enrolled			Percentage of students enrolled,					
				By age for each sex			By sex for each age		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
All ages	**194 997**	**104 370**	**90 627**	**100.0**	**53.5**	**46.5**	**100.0**	**100.0**	**100.0**
Under 6	3 662	2 141	1 521	100.0	58.5	41.5	1.9	2.1	1.7
6	1 197	519	678	100.0	43.4	56.6	0.6	0.5	0.7
7	42 699	22 325	20 374	100.0	52.3	47.7	21.9	21.4	22.5
8	37 094	19 368	17 726	100.0	52.2	47.8	19.0	18.6	19.6
9	31 765	16 481	15 284	100.0	51.9	48.1	16.3	15.8	16.9
10	22 681	12 425	10 256	100.0	54.8	45.2	11.6	11.9	11.3
11	18 918	10 486	8 432	100.0	55.4	44.6	9.7	10.0	9.3
12	15 366	8 639	6 727	100.0	56.2	43.8	7.9	8.3	7.4
13	6 578	3 526	3 052	100.0	53.6	46.4	3.4	3.4	3.4
14	4 230	3 120	1 110	100.0	73.8	26.2	2.2	3.0	1.2
15	3 269	1 912	1 357	100.0	58.5	41.5	1.7	1.8	1.5
16	3 506	1 819	1 687	100.0	51.9	48.1	1.8	1.7	1.9
17	1 465	627	838	100.0	42.8	57.2	0.8	0.6	0.9
18	1 349	544	805	100.0	40.3	59.7	0.7	0.5	0.9
19	1 218	438	780	100.0	36.0	64.0	0.6	0.4	0.9

Source. Unesco questionnaire EDUC/67.

13. Higher Education
Number of teachers, students and graduates, by faculty and by sex, in 1950

Faculty	Number of faculties	Teachers		Students enrolled		Graduates	
		Total	Female	Total	Female	Total	Female
All faculties	**16**	**245**	**42**	**1 685**	**103**	**177**	**29**
Law and social science	2	51	19	318	18	37	12
Medicine and biology	2	56	15	548	48	42	8
Engineering and architecture	2	40	4	80	5	7	1
Arts and philosophy	1	8	—	20	2	4	1
Dentistry	1	13	1	61	11	8	2
Pharmacy and bio-chemistry	1	9	—	67	7	13	3
Economic sciences	1	12	3	180	12	22	2
Industrial engineering	1	14	—	19	—	3	—
Exact sciences	1	14	—	284	—	18	—
Mining engineering	1	16	—	54	—	15	—
Agronomy	2	6	—	30	—	6	—
Veterinary medicine	1	6	—	24	—	4	—

Source. Unesco questionnaire EDUC/67.

Industrial Education. It comprises the large industrial and technical schools as well as the small monotechnical schools, including courses on home economics *(educação domestica)*. In 1946, a total of 74,478 pupils were enrolled in these courses. The industrial schools give a basic course of four years with a certain degree of specialization in eight different sections: metalwork, mechanics, electrotechnics, building, textiles, fishing, industrial and graphic arts. Further specialization is given in the technical schools, with courses varying between three and four years in duration. Graduates of the technical schools may have access to higher education in engineering, industrial chemistry and architecture.

The Federal Government maintains nine industrial schools and 14 technical schools throughout Brazil.

Commercial Education. The organization of the commercial schools is the same throughout the country. They give a basic course of four years, on the same level as the first cycle of general secondary education, followed by different three-year courses of technical level. Subjects taught in the commercial technical schools include: commercial administration, sales and publicity, commercial accountancy and secretarial training. On the higher level, commercial education is given at the faculty of administration and finance.

In 1946, 87,590 pupils were enrolled in these schools.

Special Services for Industrial and Commercial Apprenticeship. Mention should be made of the opportunities for pre-vocational training offered to adolescents (and in some cases adults) who are already working in factories or commercial establishments and who have had little previous schooling. Such part-time courses, of varying length and in different trades, are organized by the National Service of Industrial Apprenticeship (SENAI) and the National Service of Commercial Apprenticeship (SENAC), both autonomous in their administration and maintained by the contributions of industrial and commercial concerns (one per cent of the total annual payroll). The activities of these Services are being extended to all principal industrial or commercial centres; in 1949, almost 100,000 apprentices were being trained by the SENAI and the SENAC.

Agricultural Education. According to legislation passed in 1946, agricultural education, under the supervision of the Ministry of Agriculture, follows the pattern of the other branches of intermediate education, that is, it comprises two cycles of study. The first offers a basic course of four years; the second, courses in technical specialization of three years. Specialized training may be taken in: agriculture, horticulture, zootechnics, veterinary practice, agricultural industries, dairy products, and agricultural mechanics.

Agronomy and veterinary medicine are studies in higher schools of the university level.

TEACHER TRAINING

The training of teachers for primary education is regulated by the Organic Law of Normal Education (1946) which determines that normal education *(ensino normal)* is of secondary level and that it aims at training the teaching staff necessary for the primary schools, at training administrators for these schools, and at developing and spreading the knowledge and the techniques relevant to the education of children.

Normal education is given in two cycles. The first, of four years, trains 'instructors' *(regentes)* for primary schools in rural regions; the second cycle, of three years, trains primary teachers *(professôres primários)*. Normal education also provides further courses of specialization for teachers wishing to 'major' in a given subject, and proficiency courses for administrators of the primary level.

Three different types of institution for normal education are regulated by the Organic Law: (a) the regional normal school which gives only the courses of the first cycle and trains 'instructors'; (b) the normal school, which gives the courses of the second cycle of normal education, and also the first cycle of the general secondary education; and (c) the institute of education which, in addition to the regular normal course, offers courses of specialization and school administration.

Graduates having completed their second cycle of training at the normal school or at the institute of education may enter any faculty of philosophy, sciences and letters if they meet the entrance requirements of the individual faculties. Access to higher education is thus open to primary teachers.

Teachers for the official secondary course *(professôres secundários)* are recruited from among university graduates—generally from the faculties of philosophy —who have taken one additional year in pedagogy. Before being permanently appointed, however, they must pass an open competition *(concurso de provas e títulos)*. Successful candidates are assured by the Constitution of a life-term appointment.

HIGHER EDUCATION

Access to higher education is open to all students having completed the seven-year secondary course, and in certain branches to students having completed the second cycle of the intermediate level in special

fields such as industry, commerce, agriculture, applied arts, social work, etc.

University courses vary in length from three to six years according to the subject. The first degree is the baccalaureate *(bacharelado)* followed by the licentiate *(licença)* which requires one additional year of study. The doctorate requires two further years of study and the preparation of an original thesis.

Students are generally between 18 and 19 years of age when they take up university studies. It might be added that, with the exception of some courses of a military nature and, at present, the preparatory courses for the diplomatic career, all branches of higher learning are open to women on the same basis as men.

In 1949, there were 11 universities, comprising over 100 institutions of higher learning, maintained by public and private funds. The following were official universities: of Brazil, of São Paulo, of Minas Gerais, of Pôrto Alegre, of Bahia, of Recife, of Paranã, and the Rural University (located in the neighbourhood of Rio de Janeiro). The Catholic Universities of Pôrto Alegre, of São Paulo, and of Rio de Janeiro are private. Two new universities were being organized in 1949: in Niterói (state of Rio de Janeiro) and in Goiânia (state of Goiás, Central Brazil).

Beside these university centres there were in 1949 over 100 autonomous schools or faculties of higher learning; more than half were maintained by private agencies, and the others by the Federal Government or the states.

Figures for 1946 indicate a total enrolment of 28,404 students in the universities and the independent schools.

An interesting trend is towards the 'federalization' of the universities, the Federal Government becoming increasingly responsible for previously state or privately-endowed universities. There has also been a noticeable trend towards the merging of individual autonomous schools with the universities.

With the exception of the Rural University which is a centre of training and research in agronomy and related subjects, all the official universities comprise schools or faculties of philosophy (giving courses in philosophy, sciences, letters and education), law, engineering, medicine, and dentistry and pharmacy (generally attached to the schools or faculties of medicine). Most universities have faculties of economic sciences, administration or finance, and three have schools of fine arts.

A federal law regulates the professorial career *(carreira do magistério)* on the basis of 'gradual and successive access': instructors *(instructores)* and assistants *(assistentes)*—both appointed by the director of the school on the proposal of the head of the department; and associate-professors *(professôres adjuntos)* and full professors *(professôres catedráticos)*—appointed after a competitive examination, the former by the director of the school, the latter by the President of the Republic. The Constitution guarantees the life-tenure of full professors.

Further members of the professorial staff are: lecturers *(livre docentes)*, professors under contract *(professôres contratados)*, teaching and research assistants *(auxiliares de ensino.)* They are appointed by the school authorities for specified lengths of time. Academic freedom is guaranteed by the Constitution.

SPECIAL EDUCATION

Institutions, both public and private, for the education of those needing special instruction because of physical, mental or psychological handicaps exist throughout the country, although not yet in sufficient numbers. Remedial education is given in the following branches: for the physically deficient—courses in hospital-schools; for the blind or sight-defective, the deaf and dumb or defective in speech and hearing—a general course followed by vocational courses. For juvenile delinquents there are rehabilitation courses in agriculture and industry.

Private institutions, some subsidized by the Federal Government, care for maladjusted or deficient children.

FINANCES

In 1944, public expenditure for education totalled 967,886,000 cruzeiros (U.S. $48,394,300),[1] of which 221,842,000 cruzeiros were spent by the Union, 665,899,000 cruzeiros by the states and the federal district, and 79,145,000 cruzeiros by the municipalities.

From 1946 onwards, there was a noticeable increase in the expenditures of the Union due to the primary school building programme then launched and to the Campaign of Adult Education started in 1947.

The present budgets for education (federal, state and municipal) amount to over a thousand million cruizeiros. No doubt devaluation has contributed to this increase, but it does represent a substantial development of education facilities, with a corresponding increase in enrolment at all levels. Furthermore, the proportion of the total budget of public authorities which is devoted to education has risen from 6 per cent in 1932 to 18 per cent in 1949.

An approximate breakdown of total public expenditure is as follows: 80 per cent for staff salaries and

[1] On the basis of $1 to 20 cruzeiros.

costs; 10 per cent for school credits and equipment; six per cent for administrative services; two per cent for services of assistance and grants-in-aid to private agencies, and two per cent for services of cultural extension, particularly libraries and museums.

Of the states' expenditures on education, 75 per cent goes to primary education; eight per cent to secondary, five per cent to normal, six per cent to higher education and six per cent to vocational and commercial education. The greatest percentage of the Federal Government allocation is for the maintenance and development of higher education, but funds allocated to primary education are now rising to the same level. On the other hand, the municipalities have always spent the largest part of their allocations on primary education.

THE NATIONAL FUND FOR PRIMARY EDUCATION

To assist the states and the other federal units in the reorganization of their primary school system, and to supplement their action proportionately to their local deficiencies, a National Fund for Primary Education was created in 1942 and embodied in law in 1945. This fund which now amounts to nearly 200,000,000 cruzeiros is administered by the Federal Government through the Ministry of Education and Health: 70 per cent of the annual revenue of the fund is spent on the building of rural primary schools and regional normal schools; 25 per cent goes to the extension of supplementary education for illiterate adolescents and adults (now the Campaign of Adult Education), and five per cent to the organization of courses for the specialization and training of school directors, inspectors and administrators, as well as to scholarships to enable them to attend these courses. At present, part of the fund is spent on the equipment of the regional normal schools.

ADULT EDUCATION

The 1940 census revealed that 55 per cent of the population of 15 years of age and above was still illiterate. This led the Brazilian Government to undertake a wide movement of popular education which, fully organized in 1947, became known as the Campaign of Adult Education.

The Campaign is annually financed by 25 per cent of the National Fund for Primary Education, but the support and co-operation of private agencies has also been sought and received. Moreover, special appropriations were granted in 1948 and 1949 by the Legislative Assembly. In 1950 the budget for the Campaign comprised services to the total amount of 60,000,000 cruzeiros.

By 1949, 15,200 literacy classes had been organized, more than a third of which were located in rural areas. They were attended by almost 800,000 pupils. A programme of audio-visual education was also started: 1,500 filmstrip projectors and 12,000 filmstrips were distributed, as well as 225,000 wall-newspapers.

The three-year period 1947-49 had been planned as a period for extensive action; 1950 was to be the year for intensive work, or action in depth, and the following activities were planned: (a) the organization, in co-operation with the Ministry of Agriculture, of 'regional missions of adult education' in the rural zones; (b) intensification of the visual aids programme of education, and wider distribution of printed material; (c) development of radio programmes of popular educational value by the broadcasting station of the Ministry of Education, and distribution of educational records to the local stations which already co-operate with the Campaign; (d) through the co-operation of the Ministry of Education and the municipalities, establishment of 25 new broadcasting stations in regions not yet covered by radio.

The Ministry of Education also entered into agreements with the universities for the organization of university extension courses of a popular nature.

PRIVATE EDUCATION

Private schools are supervised by the public authorities, either federal or state according to the level or branch of instruction given. Higher education and most branches of secondary education are supervised by the Federal Government. Primary, normal and vocational schools, however, are under the supervision of the local authorities.

In primary education, 18 per cent of the total number of schools are maintained by private agencies. This proportion is still higher in intermediate education where over 80 per cent of the institutions are privately owned; it is indeed a characteristic feature of Brazilian education that instruction on the intermediate level should so largely rest on private initiative.

SPECIAL PROBLEMS AND RECENT TRENDS

Foremost among the various problems in matters of education which Brazil has had to face stands that of providing elementary education for all its children of school age. Figures for 1945 indicated that out

of a total school population of 6,700,000, only 3,200,000 children were enrolled in the schools. The problem was even graver in the rural regions which constitute 70 per cent of the country: if the 'deficit' in the towns was 15.63 per cent, it reached 66.93 per cent in the rural zones.

Historical, economic and demographic factors were responsible for this situation: Brazilian education, from colonial times to the empire, was almost exclusively geared to the formation of an *élite* to fill posts in the Government, in the civil service, and in the liberal professions. The Republic (1889) continued this tradition, the Union retaining responsibility for secondary and higher education, and primary education being entrusted to local (state and municipal) authorities. This structural pattern is still prevalent today, although present legislation determines that the directives and bases of national education shall be defined by the Union.

It must also be taken into account that the average population density for the whole country is five inhabitants per square kilometre;[1] in two-thirds of the territory it is not quite two inhabitants per square kilometre.

To assist the states in meeting the situation, the Federal Government, in 1945, issued new regulations for the National Fund for Primary Education, and —in the form of agreements with the states—undertook supplementary action in three specific fields: a school building programme, a literacy campaign for adolescents and adults and a programme for the training and the specialization of teachers and administrators.

Federal action has indeed proved quite effective. By 1949, 6,000 new schools had been built throughout Brazil, and every year some 200 teachers and heads of service, coming from various regions of the country, were taking courses organized by the responsible organ of the Ministry of Education—the National Institute of Pedagogical Studies (INEP). As for the literacy programme, it developed into a full-fledged Campaign of Adult Education. It can be said that the impact of this three-fold federal action is being felt in ever-widening circles and on different educational levels.

At the same time, changing social and economic conditions have required a re-orientation and adaptation of educational institutions and curricula. Brazil is rapidly passing from the period of extensive agriculture to that of organized agricultural and industrial production. It is now imperative to give better and longer training to skilled workers for the new industries; and it is necessary also to train qualified personnel for such branches of activity as commerce, social service and civil service.

Present-day educational institutions and programmes therefore reflect the new trends and are being adapted to meet the new needs. Indeed, Brazilian education—so long the privilege of a governing *élite*—is now being directed to offer more efficient and more varied educational opportunities to all, in a growing democratic spirit.

[1] The territorial extent of Brazil is 8,516,037 square kilometres.

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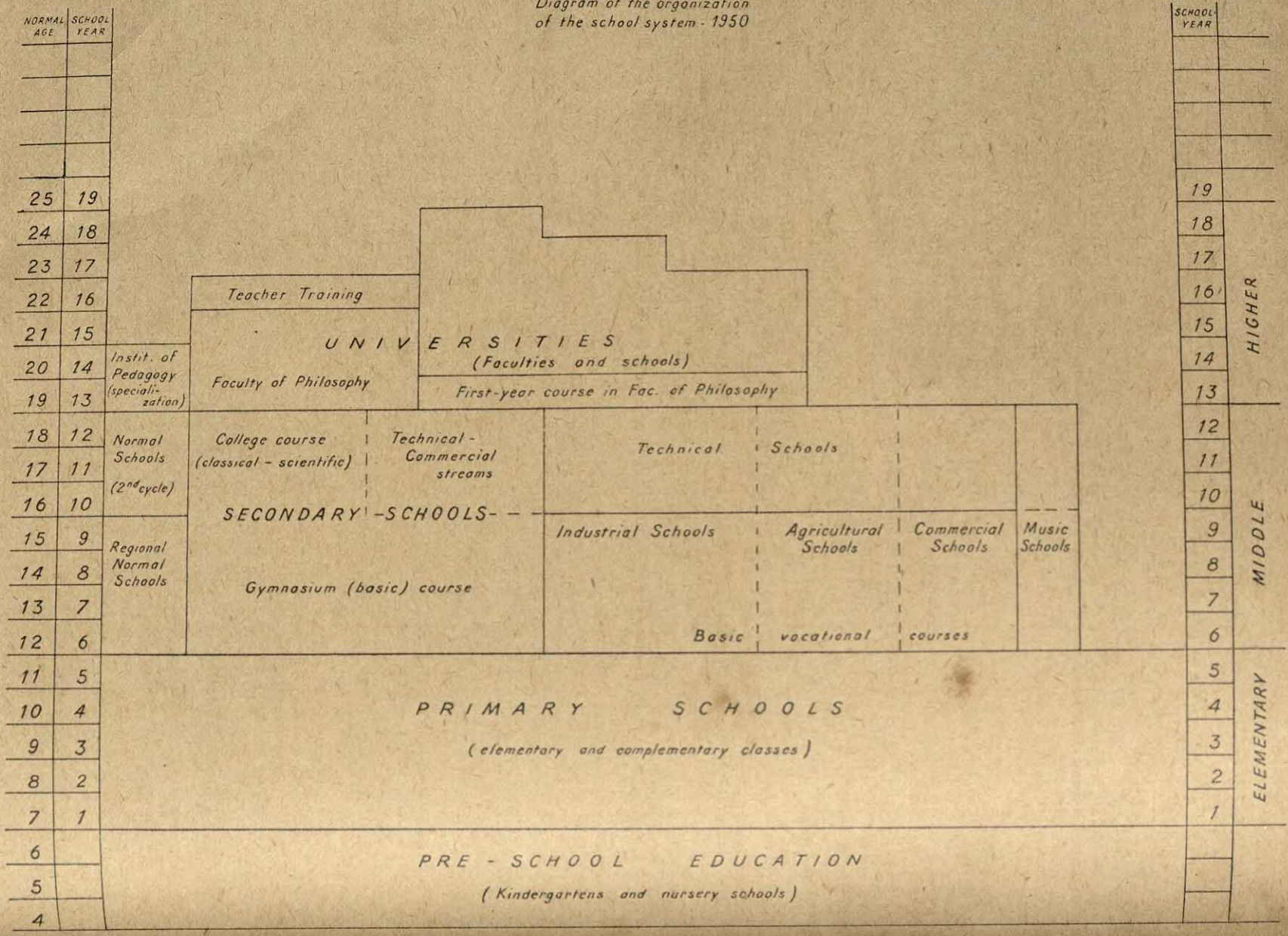
BRAZIL

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education *(ensino pre-primário)*				
Nursery schools *(escolas maternais)*	2	2	Home	—
Kindergartens *(jardins de infância)*	4	2	Nursery schools or home	—
Primary Education *(grau elementar)*				
Primary school *(escola primária)*	6—7	5	Nursery school, Kindergarten or home	Cert. of primary school
Fundamental:				
(a) Elementary *(elementar)*		4	Nursery schools, Kindergarten or home	Cert. of elementary school
(b) Complementary *(complementar)*		1		Cert. of complementary school
Supplementary *(supletiva)*	13	2	—	—
Secondary Education *(grau médio)*				
Secondary school	11	7	4th or 5th primary	Cert. of secondary course
(a) Gymnasium *(ginâsio)*	11	4	4th or 5th primary	Cert. of gymnasial course *(curso ginasial)*
(b) College *(colégio)*	15	3	*Ginâsio*	College cert. *(certificado de curso colegial)*
Normal school:				
(a) Normal regional school, for *regentes*[1] *(escola normal regional)*—1st cycle	11	4	4th or 5th primary	Cert. of *regente*
(b) Normal school *(escola normal)* 1st and 2nd cycle	11	7	4th or 5th primary and *ginâsio* in 2nd cycle	Cert. of primary teacher *(certificado de professor primário)*
(c) Institute of Education *(instituto de educação)* 1st and 2nd cycle, plus specialization courses	11	7 plus 1 or 2	4th or 5th primary and *ginâsio* in 2nd cycle	Cert. of primary teacher *(certificado de professor primário)*
Vocational schools (agriculture, commerce and industry):				
(a) Basic vocational schools	11—12	4	4th or 5th primary	Various
(b) Technical schools	15	3 or 4	Basic vocational, lower normal[2] or *ginâsio*	*Técnico agrícola*, bookkeeper *(guarda-livros)*, *técnico industrial*
School of plastic and applied arts	15	4—6	*Ginâsio* and technical industrial	Various
School of music	11	7	4th or 5th primary, and *ginâsio* for the last two grades	Various
School of nursing	15	1—3	Lower normal,[2] basic commercial and *ginâsio*	Nurse *(enfermeiro)*
School of social service	15	1—3	Lower normal,[2] basic commercial and *ginâsio*	Social worker *(assistente social)*
School of physical education	15	1—3 plus 1	Lower normal[2] and *ginâsio*	Physical education teacher *(professor de educação física)*
Military schools	11	5—7	4th or 5th primary, *ginâsio* for the 2nd cycle	
Higher Education *(grau superior)*				
(a) Non-degree-granting colleges:				
School of social service *(escola de serviço social)*	18	3 plus 1	Lower school of social service or *Colégio*	Social worker *(assistente social)*
School of nursing *(escola de enfermagem)*	18	3 plus 1	Lower nursing school or *Colégio*	Nurse *(enfermeiro)*
School of librarianship *(escola de biblioteconomia)*	18	1 plus 1	*Colégio*	Librarian *(bibliotecário)*
School of diplomacy	18	3	*Colégio*	Consul *(cônsul)*
School of museology *(escola de museologia)*	18	3	*Colégio*	Museologist *(museologista)*

[1] Not fully qualified primary teachers.
[2] Normal regional school giving only the 1st cycle of normal training for *regentes*.

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Military schools (army, navy and aeronautics)	18	3—4	*Colégio* and lower military schools	*Aspirante*
(b) Degree-granting colleges, universities and schools				
Faculty of philosophy (science, letters and education)	18	3 plus 1	*Colégio* and normal school	Baccalaureate *bacharelato)* licentiate *(licenciado)* secondary teacher *(professor secundário)*
Faculty of economic science . .	18	4	*Colégio* and technical commercial	Economist *(economista)*
Faculty of accounting and actuarial science	18	4	*Colégio* and technical commercial	Accountant *(contador)*
Faculty of pharmacy	18	3	*Colégio*	Pharmacist *(farmacêutico)*
Faculty of dentistry	18	3	*Colégio*	Dentist *(dentista)*
Faculty of medicine	18	6	*Colégio*	Physician *(médico)*
Faculty of law.	18	5	*Colégio*	Bachelor in Law *(bacharel em direito)*
School of engineering	18	5	*Colégio* and technical industrial or agricultural	Engineer *(engenheiro)*
School of chemistry	18	4	*Colégio* and technical Industrial or agricultural	Chemist *(químico)*
School of agronomy	18	4	*Colégio* and technical agricultural	Agronomist *(agrónomo)*
Veterinary school	18	4	*Colégio* and technical agricultural	Veterinary *(veterinário)*
School of music	18	2	*Colégio* and lower school of music	Teacher of Music *(professor de música)* and conductor *(maestro)*
School of architecture	18	5 plus 2	*Colégio* technical industrial or engineering (for the 2 extra years)	Architect *(arquiteto)* and town-planner *(urbanista)*

14. Summary of School Statistics
Number of institutions, teachers and students in 1936 and 1946

Type of education and kind of school	School units [1]		Teachers				Students enrolled [2]			
			1936		1946		1936		1946	
	1936	1946	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Nursery schools	22	24	40	39	46	46	1 256	740	1 417	729
Kindergartens	653	1 097	1 262	1 230	2 011	1 992	35 154	18 427	66 882	35 132
Primary										
Basic primary	32 481	41 845	62 396	54 662	88 533	82 752	2 563 454	1 248 573	3 448 212	1 693 185
Complementary courses	956	1 806	3 009	2 065	4 050	3 329	38 853	22 410	55 762	30 526
Supplementary courses [3]	1 449	2 077	2 189	1 192	3 956	2 946	110 373	28 715	164 487	49 666
Secondary										
General secondary	552	1 344	8 136	...	19 756	...	107 649	...	279 508	...
Teacher training										
Teachers' courses [4]	425	535	4 103	...	4 867	...	29 937	...	28 576	...
Technical [5]										
Household arts	440	54	1 396	...	373	...	27 936	...	6 996	...
Industrial arts	154	1 480	1 034	...	6 894	...	14 541	...	74 478	...
Commercial	534	1 069	4 016	...	9 387	...	31 665	...	87 590	...
Music and fine arts	512	832	1 298	...	2 173	...	13 570	...	19 312	...
Higher										
University courses	217	339	3 760	...	5 360	...	26 732	...	28 404	...
Special and other [5]										
For physically and mentally handicapped children	52	1 978	188	...	9 820	...	3 236	...	199 702	...
Military, naval and aeronautical schools	76		944	...		...	8 739	...		...
Miscellaneous [6]	587		2 396	...		...	50 427	...		...

Source. Unesco questionnaire EDUC/67.

[1] Independently organized courses of study, whether housed in separate buildings or together with other courses.

[2] Total enrolment. Net enrolment for all types of education in 1936 amounted to 2,589,345 while the corresponding number for total enrolment was 3,063,522.

[3] For adolescents and adults.

[4] All levels and types of courses for the training of teachers.

[5] All levels.

[6] All types of general, vocational and supplementary courses not included elsewhere.

BULGARIA

Total population
(estimate: mid-year 1949)
7 160 000

Prepared by the Ministry of Public Instruction, Sofia

LEGAL BASIS OF EDUCATION

The most recent changes in the law on public education have created a 'general secondary school' with a course extending over eleven school years. The prevailing types of school in Bulgaria are thus: (a) the primary school (four-year) and the elementary school (seven-year), or (b) the secondary school (eleven-year).

After 9 September 1944, when Bulgaria was liberated from the fascist régime, a host of new problems confronted the educational services.

The new course of educational development was expressed in Article 69 of the Constitution of the Popular Republic of Bulgaria; this reads as follows:

'Every citizen has a right to education. Education is lay and infused with a democratic, progressive spirit. Ethnic minorities have the right to instruction in their mother tongue; they also have the right to develop their own national culture, although the study of the Bulgarian language is compulsory.

'Primary education is compulsory and free.

'Schools belong to the State. The passage of a law is necessary when private schools are established; such schools are placed under State control.

'The right to education is assured by the schools, the institutes of teaching and of education, the universities; by scholarships, boarding facilities, financial and special assistance to particularly gifted pupils.'

ADMINISTRATION

To meet these new problems, educational administration has been radically changed. The whole administration of the schools is based on a principle of democratic centralization with line-and-staff direction. The system is organized as follows:

CENTRAL ADMINISTRATION

The Minister of Public Instruction takes general charge of education and is concerned mainly with policy affecting the schools and teaching. He exercises control at the highest level over all the services and works connected with public education.

The Minister is assisted by Deputy Ministers.

The central administration of the Ministry comprises divisions for: vocational, primary, secondary education, institutes and part-time education for teachers: pre-school or out-of-school education, teaching, inspection, physical education, planning, staff matters, accounting, 'work and salaries', equipment, 'complaints', and administrative services.

POPULAR COUNCILS IN THE PROVINCES

Within every provincial Popular Council there has been set up a Board of Public Education, headed by a chief officer.

Two provincial inspectors (or three if necessary) are attached to each board; they control the school system in conformity with the regulations of the Ministry and the instructions of the chief officers.

The provincial staff are placed directly over the chief education officers in local authorities.

POPULAR LOCAL COUNCILS

All Popular Local Councils have established sections or bureaux of public education with a chief officer. Attached to him are the local school inspectors who supervise schools in keeping with the instructions of the Ministry.

Within the Popular Local and Popular Urban Councils there are also educational commissions which assist and direct the work of the education sections or departments.

The several Popular Councils have responsibility for the material upkeep of schools.

ORGANIZATION OF THE SCHOOL SYSTEM

The system is democratically based. Every child has the opportunity of completing the studies of a general secondary school or of a vocational school, and of continuing to university education. This is made possible by a large network of kindergartens, primary, secondary and technical schools and universities.

The child receives his earliest training in the home. For children up to 3 years of age there are permanent crèches, designed for orphans, day crèches for children with parents, and weekly crêches for children whose parents are employed on productive work.

The kindergartens take children up to the age of 7 years: these may be daily, half-daily, weekly or seasonal. Seasonal kindergartens are open only during the summer. The day kindergartens are intended for children whose parents are employed in production.

On leaving the kindergarten, children enter the primary school with a four-year course. At least one primary school is to be found in each community. At the end of this primary school course, children are required to spend another three years at school to complete their primary education.

Primary education is compulsory and free for all children to the age of 15 years.

Pupils with physical or mental defects are placed in special schools, such as schools for the blind, the deaf-and-dumb, the backward, and schools of re-education for children with anti-social tendencies.

Following on the primary school, children enter the general secondary school or else the vocational school. Access to these schools is open to all children wishing to continue their studies; as a rule there is no entrance examination, but some vocational schools do require one.

Apart from the general secondary schools, pupils with a primary school education may enrol in agricultural schools which give a course of one or two years. Adolescents who go to work in production may attend special schools in their factories, with a course of two school years.

Adults, too, may continue their studies by means of evening schools; these are at both primary and secondary (general or vocational) levels.

The vocational schools fall into several types: technical, agricultural, musical, commercial and economic, etc. Their courses last from four to five school years.

Besides these, there are institutes for training teachers for work in kindergartens, primary schools, etc.

Institutions of higher education are open to all students who have successfully completed the general secondary or the vocational schools. While the general secondary school leads to all academies and faculties of the university, the vocational schools give access only to faculties that are closely related to their curricula. Thus, for example, boys from the technical school may enter only the Polytechnic. However, students from vocational schools may acquire the same standing as those from the general secondary schools by passing an examination of equivalence.

Higher educational institutions comprise the Polytechnic, the agricultural academy, the commercial academy, the academy of medicine and the university (consisting of faculties of arts, law, mathematics, physical sciences, etc.).

[*Editor's note.* The figures given below are quoted as the best available; the degree of comparability between the two years is uncertain, since the original source and make-up of the 1947 summary figures are unknown. The coverage of the 1939-40 figures is complete. It should also be noted that the educational reform of the unitary school had not made its effect felt by 1947.]

SUMMARY STATISTICS. BULGARIA

Type of education	No. of schools		No. of teachers				Students enrolled			
			1939/40		1947		1939/40		1947	
	1939/40	1947	Total	Female	Total	Female	Total	Female	Total	Female
Pre-school	254		281				12 859	6 551		
Primary	7 321	8 631	25 524	12 740	28 490	15 568	927 030	429 201	907 846	425 188
Secondary	134	295	2 810	1 512	5 583	3 116	82 660	30 209	167 660	70 424
Technical	429	398	2 854	1 118	2 178	1 093	52 814	20 636	55 460	23 770
Higher	11	30	568	48	1 169	158	11 930	2 483	49 911	14 341
Special	5		58	22			376	143		

SOURCES: 1939-40—*Statistique de l'Enseignement 1939-40.* Sofia, 1942, 1947—*UN Statistical Yearbook 1949.*

ADULT EDUCATION

Special courses are organized for adult illiterates. Libraries, trade unions and political organizations also play an important part in the scientific and political education of the masses.

STATUS AND TRAINING OF TEACHERS

Students who have completed the pedagogical secondary schools are qualified to become primary school teachers. Prospective teachers of the middle course in the unitary school (with a course of eleven school years) are required to spend two years in a preparatory institute after finishing their secondary school studies. Teachers of the highest classes in the unitary school have to possess a university degree from the faculties of arts or science.

All school teachers are appointed by the board of education of the provincial or local councils.

Promotion is open to teachers who pursue higher education by part-time study: primary teachers can qualify themselves for posts in the middle course, and teachers of the middle course may pass on to the highest course.

Teachers are entitled to retire after a minimum period of 25 years of service, and at the age of 55 years. All teachers belong to a social insurance scheme and they and their families are entitled to free medical services.

SCHOOL HEALTH SERVICES

In most schools there is a physician-teacher who takes care of the hygiene and health of the pupils. Schools which have no doctor are similarly served by one of the State doctors of the locality.

ROLE OF YOUTH MOVEMENTS IN EDUCATION

Pupils from 7 to 14 years of age are enrolled in the children's organization *Septemvriitché*. Adolescents over 14 may join the Dimitrov Union of Popular Youth.

The *Septemvriitché* organization is a branch of the Dimitrov Union, and is controlled by it. Almost all school children are members of this organization, which provides considerable activity in ideological education.

The most important task of the youth movement in the schools is to assist the popular school to achieve its basic aim—socialist education of the young.

The main duties of youth in the collective life of the school are to learn thoroughly the subjects taught, to develop among pupils a disposition for a socialist attitude toward different problems; to develop an attitude of responsibility with regard to studies, to guide their conduct inside and outside school; to develop their love for work, zealous and active participation in the whole life of the group.

By means of conferences, lectures, etc., the youth organization in the schools shows the great force of knowledge in the field of progressive science and thus contributes to training the pupils in Marxist-Leninist concepts.

The organization combats the relics of the bourgeois school, such as copying, cheating, truancy, etc.

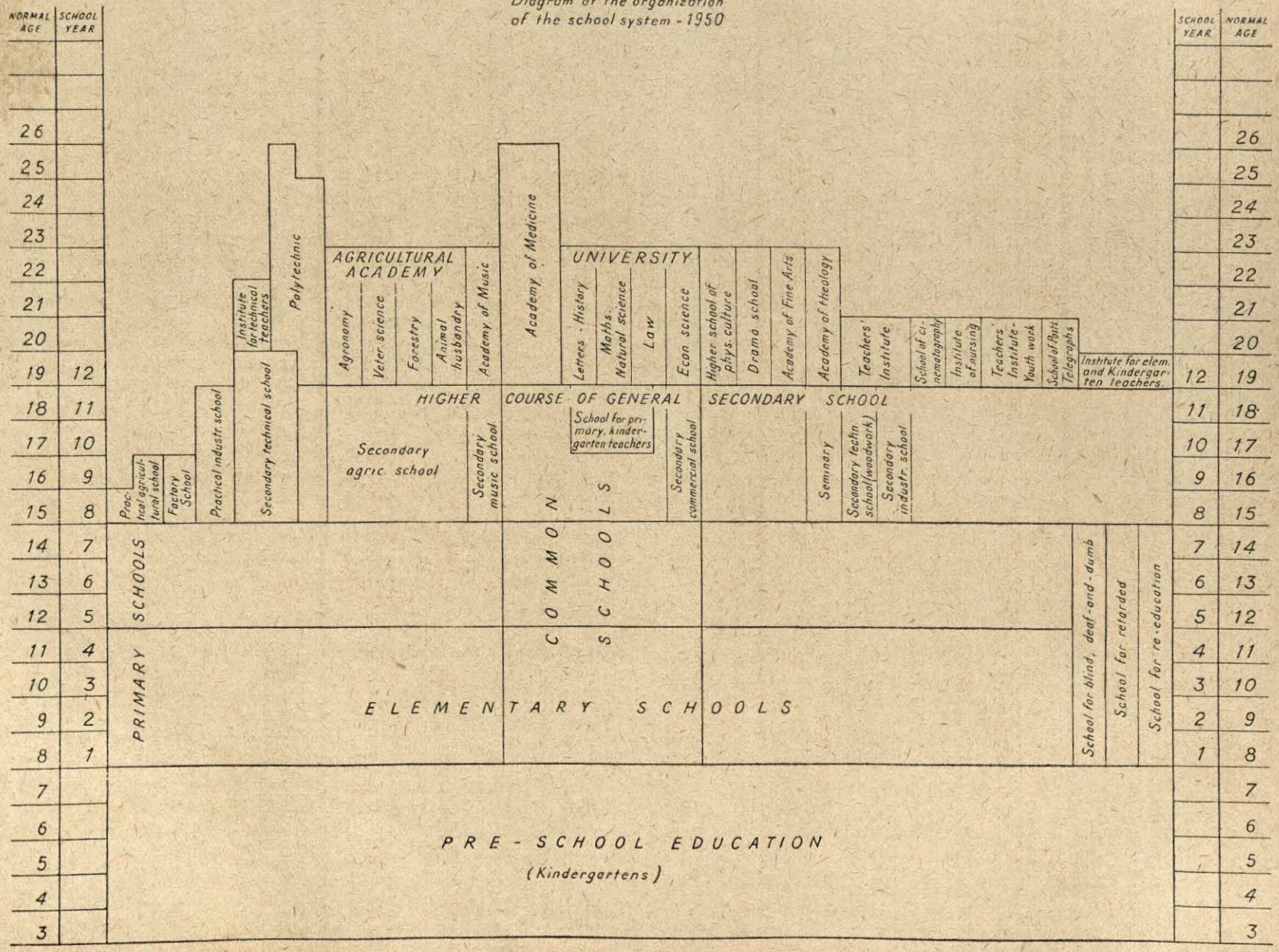
The youth union takes a very active part in organizing various school clubs—such as clubs for literature, history, Michurin science, etc. In these clubs the pupils extend and deepen the knowledge they acquire at school.

The Dimitrov Union of Popular Youth arranges mathematical and scientific competitions and tours for studying the country's wealth; it takes part in youth festivals, sporting competitions, etc.

In this way, following the precepts of the great educator, comrade Guéorgui Dimitrov, and with the paternal care of the popular Government headed by comrade Valko Tchervenkov, the school and the youth organization work for the education of the new socialist man.

BULGARIA

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Kindergartens *(detski gradini)*—semi-daily, weekly, seasonal	3	4	Home	—
Primary Education				
Primary schools *(purvonatchalno ootchilishte)*	7	4	Home or kindergarten	—
Higher primary schools *(progimnazii)*	11	3	4th primary	—
Practical industrial schools *(promishleno praktitchesko ootchilishte)*	14	3	7th primary class	—
Practical agricultural schools *(selskostopansko praktitchesko ootchilishte)*	14	2	7th primary class	—
Complementary practical, industrial and artisanal schools *(dopulnitelni praktitcheski promishleno-zanaiatchiyski ootchilishta)*	14	3	7th primary class	—
Secondary Education				
General secondary schools *(obshtoobrazovatelni gimnazii)*	14	4	7th primary class	
Secondary musical schools *(moozikalni gimnazii)*	14	4	7th primary class	
Secondary vocational schools for girls *(devitcheski profesionalni gimnazii)*	16	4	7th primary class	
Secondary mechanical-technical schools *(mehano-tehnitcheski gimnazii)*	14	5	7th primary class	
Secondary technical and building schools *(tehnitcheski stroitelni gimnazzii)*	16	3	7th primary class	
Secondary woodwork schools *(tehnitcheski gimnazii po durvo-obrabotvane)*	14	5	7th primary class	
Secondary textile schools *(tekstilni gimnazii)*	14	5	7th primary class	
Secondary technical and civil engineering schools *(tehnitcheski gradostroitelni gimnazii)*	14	5	7th primary class	
Secondary drawing schools *(grafitcheski gimnazii)*	14	5	7th primary class	
Secondary ceramics schools *(keramitcheski gimnazii)*	14	5	7th primary class	
Commercial and economic schools *(turgovsko stopanski gimnazii)*	14	4	7th primary class	
Technical and mining schools *(minno-tehnitcheski gimnazii)*	16	3	7th primary class	
Schools of hides and furs *(kojarokojoohar-ski gimnazii)*	14	5	7th primary class	
Technical stone-cutting schools *(tehnitcheski gimnazii po kamenodelstvo)*	14	5	7th primary class	
Secondary artisanal schools *(zanaiatchiyski gimnazii)*	14	4	7th primary class	
Higher Education				
(a) Non-degree-granting colleges:				
Institute for kindergarten teachers *(institoot za detski ootchiteli)*	18	2	4th year secondary	—
Institute for primary teachers *(institoot za ootchiteli v purvonatchalni ootchilishta)*	18	2	4th year secondary	—
Institute for higher primary teachers *(institoot za ootchiteli v progimnazii)*	18	2	4th year secondary	—
Institute for vocational teachers *(institoot za ootchiteli v profesionalni ootchilishta)*	18	2	4th year secondary	—

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Institute for teachers in the 'Septemvriytche' organization *(institoot za rukovoditeli na Septemvriytche)*	18	2	4th year secondary	—
Institute of precision mechanics and optics *(institoot za finna mehanika i optika)*	18	2	4th year secondary	—
Institute of nursing and midwifery *(institoot za miloserdni sestri i akoosherki)*	17, 18 or 19	2	4th year secondary	—
(b) Degree-granting colleges, universities and schools:				
Faculties of medicine and of dentistry	18	6	4th year secondary	—
Faculty of letters and history	18	4	4th year secondary	—
Faculty of mathematics, natural science and pharmacy	18	4	4th year secondary	—
Faculty of law	18	4	4th year secondary	—
Faculty of economic science	18	4	4th year secondary	—
Faculty of theology	18	4	4th year secondary	—
Polytechnic	18	5	4th year secondary	—
Academy of agriculture	18	4	4th year secondary	—
Higher dramatic school	18	4	4th year secondary	—
Academy of music	18	4	4th year secondary	—
Academy of fine arts	18	4	4th year secondary	—
Higher school of economic and financial sciences	18	4	4th year secondary	—
Higher school of physical culture	18	4	4th year secondary	—

CANADA

Total population[1]
(estimate: mid-year 1949)
13 549 000

Prepared for the Department of External Affairs, Canada, by the Dominion Bureau of Statistics, Ottawa

LEGAL BASIS OF EDUCATION

The British North America Act, 1867, which established the Dominion of Canada, put education almost exclusively within the jurisdiction of the provincial legislatures, leaving the Dominion Government little responsibility except on behalf of the native Indians and populations in the territories beyond the provincial boundaries. Each province is responsible for providing and maintaining schools and colleges, teacher training and other educational institutions necessary to provide educational facilities for those who wish to receive academic or technical and professional training. To this end each has established a Department of Education and operates under a provincial school Act, or Acts, and regulations.

On the negative side, Canada's constitution disallows the passing of legislation which will prejudicially affect the rights of any minority enjoyed at the time of Confederation.

The close relation of education to national welfare has from time to time caused the central Government to assist the provincial governments in special phases of education. Examples are: the Agriculture Assistance Act of 1913 which provided $10,000,000 for the provinces to develop agricultural education projects; the Technical Education Act of 1919, Vocational Education Act 1931, Youth Training Act 1939 and Vocational Training Co-ordination Act, which, among other things, provided money for the provinces, who match the amounts received, for the construction and maintenance of vocational schools and classes at the secondary level; the training of unemployed civilians, and vocational training projects for the conservation of natural resources.

The Dominion Bureau of Statistics has an Education Division which compiles and publishes education statistics and related information for Canada, prepares articles on education for the *Canada Year Book*, etc. The Technical Education Branch of the Department of Labour issues publications on vocational education from time to time.

[1] Including an estimate of 348,000 for Newfoundland.

EDUCATIONAL ASSOCIATIONS

There are a number of associations for the promotion of various interests in the field of public education, among which are the following: The Canadian Education Association, an inter-provincial association of education authorities supported by the 10 provincial Departments of Education and grants from an appreciable number of urban school boards across Canada. The Association maintains an office and a small staff to act as a clearing house for educational information and as a liaison office on all matters of common interest.

The Canadian Teachers' Federation established a national office at Ottawa with a full-time secretary-treasurer on 1 January 1948 to obtain co-operation and co-ordination of all provincial teachers' organizations on policies and activities of common interest.

The Canadian Federation of Home and School co-ordinates and stimulates the work of the various provincial home and school federations.

The Canadian School Trustees' Association co-ordinates the work of provincial trustee associations.

ADMINISTRATION AND FINANCE

Within each province there is a Department of Education under a Minister, who is a member of the Cabinet, and responsible to the Legislature. To advise him there may be a professional advisory board. The system in Quebec is different enough to warrant a special description which is given later.

That in Newfoundland is denominational but as all teacher training is conducted in one institution and the curricula and textbooks are the same throughout the schools except for religious instruction and primary readers, it can be considered to fall under the general description.

The Deputy Minister of Education is the top-ranking civil servant. He carries out the policy laid down by the Minister and the School Law for the province. He advises the Minister on policy and determines in large measure the continuing policy of the Department. At the head of the inspectoral or supervising staff is the Chief Superintendent of Schools. The inspectors are the liaison officers between the Department and the teachers, principals and local education authorities. Elementary school inspectors are attached to a local area and are responsible for some 70 to 100 classrooms. High school inspectors usually have offices in the Department but visit the high schools.

To assist the Deputy Minister there are a number of directors who are responsible for various sections of the programme such as curricula, vocational training, professional training, guidance, audio-visual education, research, testing, art, music, physical and health education, correspondence classes, etc. An accountant, registrar and chief of the textbook branch complete the personnel of most Departments except for clerical and related help.

Income of the publicly-controlled schools is derived almost wholly from local taxation on land buildings and improvements, and grants from the provincial government. Schools in some provinces charge small fees for secondary pupils, or non-resident pupils, but for the most part education is free in elementary and high schools. In general school boards submit annual budgets to local municipal councils which make the levy and collect the taxes. There is no local tax levy for school purposes in Newfoundland but fees may be charged for tuition or for such specific purposes as the purchase of fuel.

A basic education grant is provided by all provinces and special grants by most of them. The basic grant may be determined by: cost of a minimum programme, number of classrooms, average daily attendance and teacher's qualifications.

Various methods are adopted to effect an equilization of assessment and tax rate. Special grants may be made for such features as libraries, special equipment, special subjects, special classes, school lunches, etc., or may be made to low assessment areas. In all cases the provincial authority reserves the right to determine the eligibility of schools for grants of this kind.

ORGANIZATION

Responsibility for erecting and maintaining schools, hiring teachers, etc., was from the beginning, in part, delegated to local school boards of trustees. School districts were usually not greater than three or four miles across so that no child would be expected to walk more than one and a half miles. The trend is toward uniting smaller districts into larger areas, consolidating the rural schools and providing school buses for children beyond easy walking distance. The size of the areas varies from province to province. In some cases the whole province was organized by law, in others organization is through local option.

Traditionally, education was organized as an educational 'ladder' from primary grade to University, with an 8-4 division covering elementary and secondary education. Variations developed and one may find an extra year added as in British Columbia and Ontario, or a 6-3-3 or 3-3-3-3 organization where the last two divisions represent junior and senior high schools. While the last year of high school is equivalent to first year university, most universities now require that it be completed as a prerequisite for entrance to most of their colleges.

At the bottom of the educational ladder kindergartens for 5-year-olds and even 4-year-olds are found in a few cities.

Secondary education was primarily designed to meet university entrance requirements and while the majority of secondary schools are predominantly academic the trend is toward providing more technical and vocational schools. Until recently, vocational, agricultural and commercial high schools were to be found only in some of the larger cities. Now there is a movement to organize rural high school districts large enough to muster around 500 pupils which is adequate for a composite school offering a variety of courses.

Most provinces offer correspondence instruction to pupils living in isolated areas, or to over-age pupils. Handicapped children are placed in auxiliary classes in the regular schools while for extreme types of handicap such as blindness, deaf-mutism, feeble-mindedness, as well as for delinquents, the provincial governments maintain residential institutions.

EDUCATION IN QUEBEC

There are in reality two educational systems in Quebec, one for the French-speaking population who are predominantly Roman Catholic; the other for all others who are mostly English-speaking and Protestant

The Superintendent of Education is the titular head of the Department of Education. He is advised by two Committees which constitute the Council of Education, and formulates policy and superintends administration of all educational matters. Each Committee is presided over by a secretary who discharges the functions of a deputy minister under the Superintendent. Education in the English-speaking system is similar to that in the other provinces. The French-speaking organization is characterized by unique features, which can be traced back to the early history of French Canada, and have persisted because they are particularly suited to the French Canadian temperament and outlook on life.

From the beginning boys follow different programmes of studies from girls. Both enter a primary school of seven grades. The girls after completing the seven elementary grades may take intermediate grades eight and nine and from there enter a regional household science school, a four-year normal school; or enter a two-year superior school which in turn leads to a school of fine arts, a commercial school or a career as a nurse-in-training.

At the end of seven years those boys who wish for an academic education enter a classical college for an eight-year course from which they graduate with a *baccalauréat* which is prerequisite for entrance to a professional course in the university. In the classical colleges the eight years are respectively given to: elementary classical work, 'syntax', 'method'. 'versification', *belles lettres*, 'rhetoric', philosophy and advanced philosophy. While these colleges provide the only channel of entry into the traditional professions, a boy may enter certain recognized secondary institutions to become an architect or engineer. Those who do not take the classical course may enter trade or agriculture schools or continue in superior primary schools for five years, after which they may enter technical or special schools or normal schools for boys.

ADULT EDUCATION

The level of illiteracy in the population is below three per cent, and all provinces have compulsory education. Fundamental education in Canada consists in teaching immigrants or assisting a few people from remote areas to read and write.

The chief centres for adult education in most of the provinces are found in Provincial Departments of Education and extension divisions of the universities. Courses vary from regular day courses repeated in the evening, to foreign languages, technical courses, hobby-crafts, drama, art, journalism, public speaking, etc., and from emphasis on learning and thinking to planning and doing.

The Canadian Association for Adult Education, an independent, voluntary organization, was founded in 1935. It has co-ordinated the work of the major adult educational agencies in Canada, provided ideas and motivation, made supplies and other aids available and conducted research.

The *Société canadienne d'enseignement postscolaire*, a similar society for French-speaking Canadians, has headquarters at Laval University.

INDIAN EDUCATION

The Federal Government operates 72 residential and 309 day Indian schools and five combined Indian and white schools enrolling 18,000 or more pupils. The present trend is towards educating Indian and white children together and co-operating with the provinces in conducting the schools. Likewise the responsibility for providing residential and day schools for Eskimo, whites and Indians in the Yukon and unorganized North West Territories outside the provinces lies with the Federal Government, as does education within the eight penitentiaries with some 8,800 inmates.

MILITARY EDUCATION

Under National Defence the Federal Government supports the Royal Military College and Royal Canadian Naval College, Officers' Training Corps, Air Training Corps and university naval training in universities, and cadet corps in high schools at their request.

INDEPENDENT SCHOOLS

There are a number of schools in each province doing similar work to that of the publicly-controlled schools which however are not publicly-financed, administered or controlled. With the exception of Quebec, where about 10 per cent are enrolled, only from one to four per cent of elementary and secondary pupils are enrolled in such schools. In Quebec most of the independent schools are subsidized by the province and report in the same way as other schools.

A second group of private schools offer business courses to prepare students for secretarial or other office positions, usually within the compass of one year. Other private schools offer a variety of trade

courses. In several provinces trade schools must register and operate under government regulations. A number of these offer courses by correspondence.

In addition there are schools of art, both English and French, which do not require any fixed academic standing for admission. Courses emphasize techniques and may extend over as many as four years.

SCHOOL BUILDINGS

The responsibility for providing school buildings rests with the school board. Provincial authorities may determine acceptable types of building and construction, or may have to approve the plans, the amount and duration of debentures, and decide whether a sinking fund may be set up, etc. Provincial departments may provide plans and may make grants covering up to 50 per cent of the costs of construction. Dominion subsidies for vocational education may be used to assist in the construction of technical schools.

Canada's schools vary from modern, airy, well-lighted, well-equipped structures to a few makeshift, isolated frame or log ones serving the poorer rural areas.

New schools are characterized by such innovations as: indirect or bilateral lighting, ramps, project and projection rooms, movable fixtures and partitions; painting, decorating and lighting are done with consideration for glare and eye strain and for the psychological effects of colour. Considerable progress has been made during the post-war period to replace obsolete structures and provide consolidated schools and transportation.

TRAINING AND STATUS OF TEACHERS

Prospective teachers must meet provincial requirements and pass required examinations including practice teaching. They are certified by the Departments of Education. Most primary teachers spend one year in normal schools after completing high school or better. High school teachers normally complete university and take one or more additional years in the faculty of education. In Quebec the normal schools take pupils from the superior primary schools for a course of three or four years. In Alberta all student teachers are trained at the University but may teach after one or more years. In Saskatchewan normal training counts as one year's attendance in the school of education. Manitoba provides a residential normal school for all its student teachers. Several provinces subsidize student teachers who agree to teach for two or more years in the province.

With the adoption of the larger unit teachers have had more security of tenure and many more are on salary schedules. Nevertheless teachers in rural schools usually stay for a year or two in one school, then transfer to another rural school, move into a town or city, marry or enter some other employment.

Pension schemes for teachers are organized in all provinces. The teacher's contribution varies from two to five per cent and the government's contribution similarly varies from province to province. Age of eligibility for pension ranges from 55 to 65 but a disability pension may be obtained after a specified number of years teaching.

SCHOOL HEALTH SERVICE

All teachers are required to have a certificate for physical education and all pupils must take physical training. Most provincial departments make provision for doctors or nurses to visit the schools. Special grants are provided by several departments to assist in providing hot noon lunches for rural pupils, and vitamin supplements are provided in Indian schools. The Junior Red Cross provides money for needy children who cannot afford treatment.

Several provinces have a well-integrated, comprehensive recreational and physical education programme covering all seasons and including: individual and group games, swimming and life saving, physical fitness classes, home nursing, first aid, etc. Some conduct camp schools for leadership each summer.

Vocational guidance has received considerable attention for some years.

In addition to programmes of instruction in hobby-crafts, and organized play in supervised playgrounds there are crafts centres, as in Newfoundland, where remunerative hobbies, using native materials, are taught. Many teachers are actively enlisted in group work carried on outside the schools, such as the Boy Scouts, Girl Guides, YMCA, YWCA, etc. Canadian vocational training covers a wide variety of activity including training, or re-training of unemployed civilians, re-establishment training for members of the armed forces, training of industrial apprentices and supervisors.

RECENT TRENDS AND SPECIAL PROBLEMS

Across Canada there are still some 22,000 one-room ungraded rural schools. Canada's number one educational problem is to provide these pupils with

highly qualified teachers and opportunities equal to those in urban areas. Steps toward a solution are seen in the organization of these small districts into larger areas and the transport of the pupils by bus or snowmobile to central, graded schools. Where snowstorms may block the roads from time to time dormitories are provided for the pupils who usually go home for the week-ends.

Because a larger percentage of pupils remain in school longer, and because of a greater appreciation of individual differences, considerable attention has been given to offering a greater variety of curricula. Composite high schools, where pupils may take classes in academic, vocational, agricultural and home economics, are on the increase. Permission for city schools to add courses outside the regular course of studies marks a trend towards de-centralization. Less rigidity in classification and fewer examination hurdles reflect a more progressive approach to education. Steps have been taken in several provinces to associate teacher training with the Universities and encourage all teachers to obtain university graduation.

Emphasis on audio-visual aids has resulted in more schools being equipped with radio sets and projectors each year. School radio programmes, some with pupil participation, are provided on a provincial, regional and national basis while exchange features are provided from other countries.

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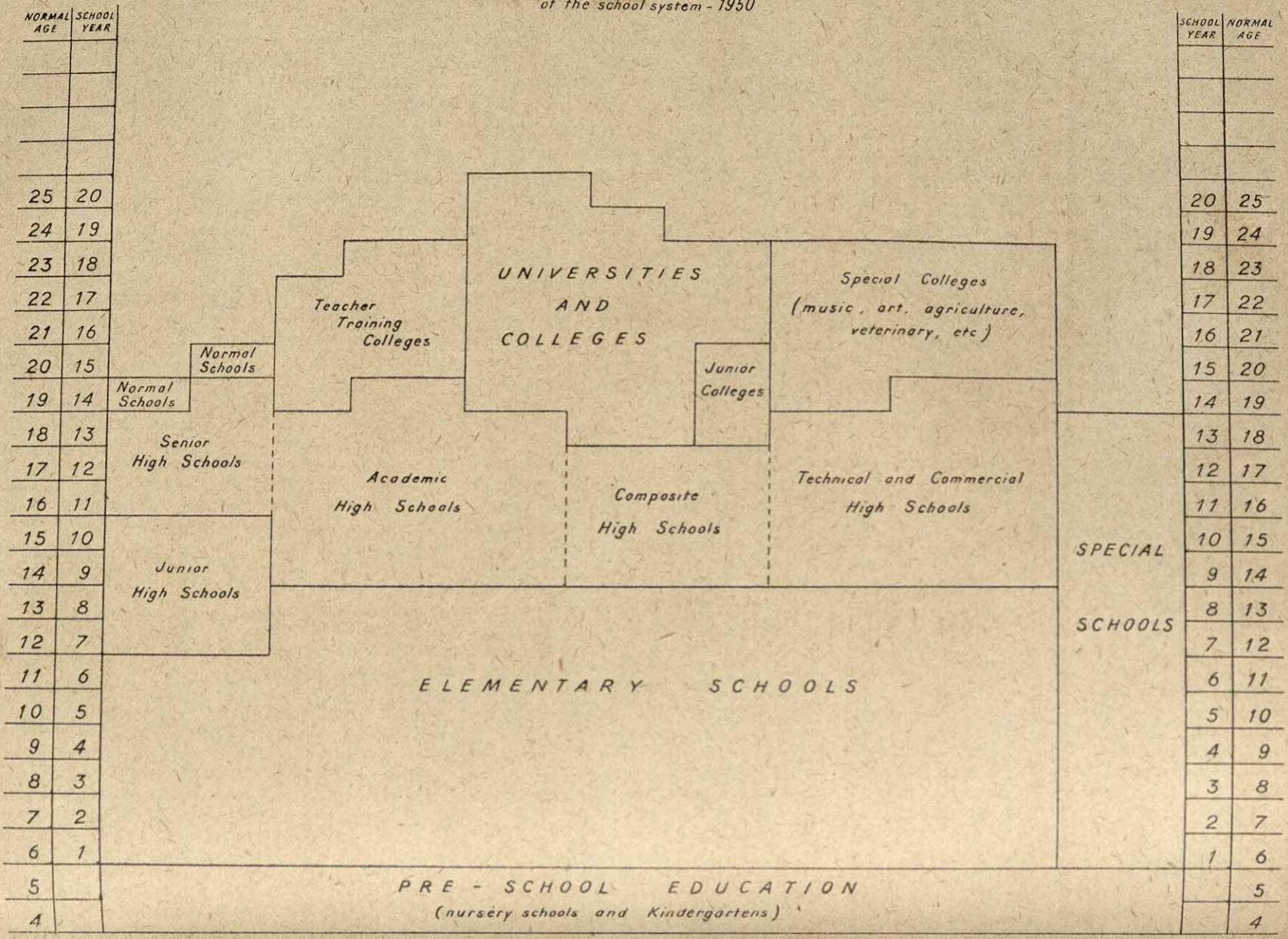
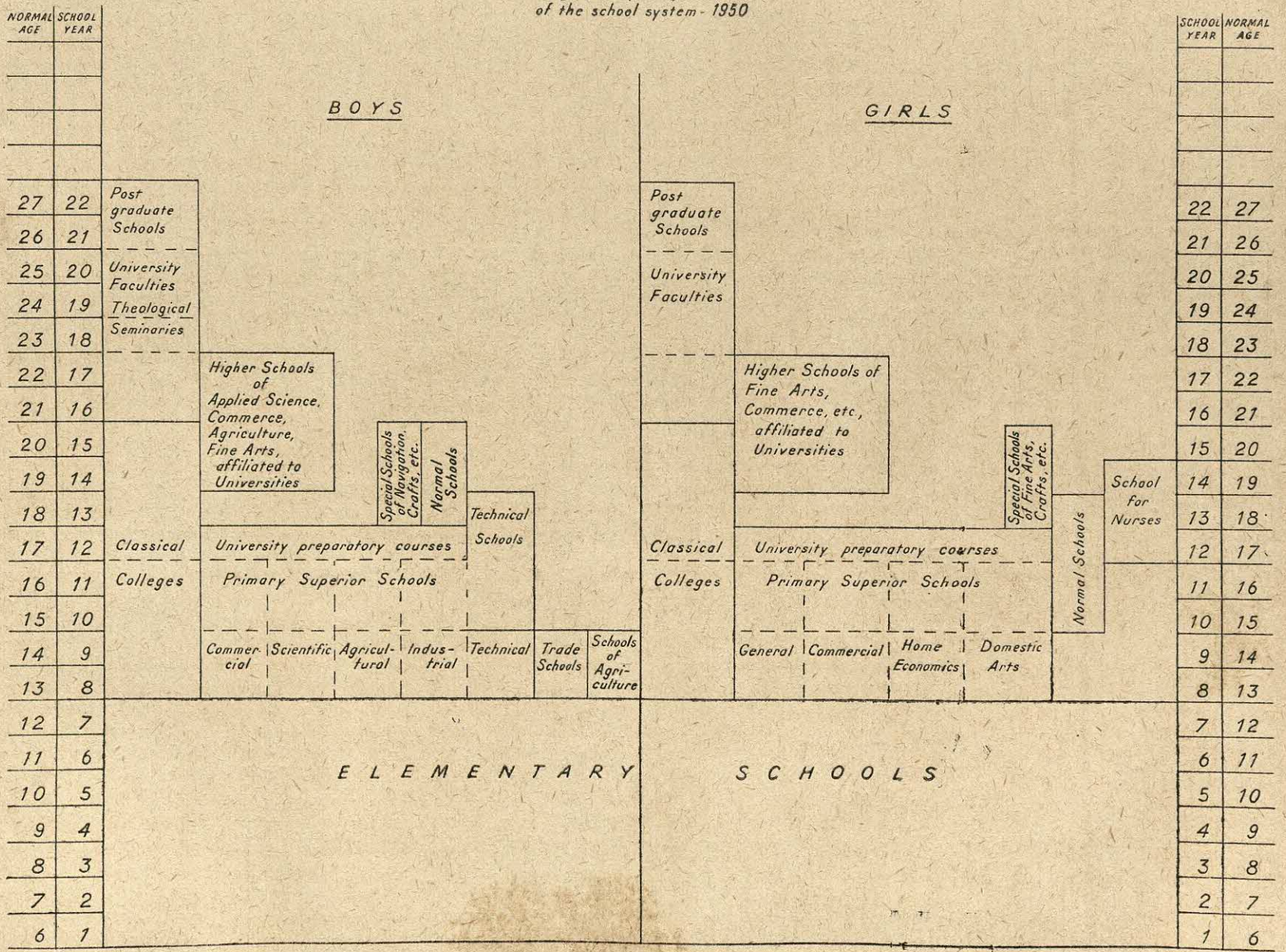
CANADA (English system)

Diagram of the organization of the school system - 1950



CANADA (French system)

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Nursery schools	2—3	2 or 3	—	—
Kindergarten	5—4	1 or 2	—	—
Primary Education				
Elementary schools	6	8	Kindergarten or home	—
Secondary Education				
High schools—junior	13	4	Elementary schools	—
High schools—senior	16—17	2	Elementary schools	—
High schools—4 or 5-year	14	4—5	Elementary schools	—
Agricultural	13—14	2—6	Elementary schools	—
Commercial	13—14	4—6	Elementary schools	—
Technical and vocational	13—14	4—6	Elementary schools	—
Composite high schools	14	4	Elementary schools	—
Trade schools	17	1—4	Elementary or secondary	—
Teacher-training schools	14 and 18	4—6	Elementary in Quebec otherwise secondary	—
Schools for nurses	18	3	Secondary schools	—
Schools for fine arts	18	1—3	Secondary schools	—
Higher Education				
(a) Non-degree-granting colleges:				
Classical colleges	13	8	Elementary schools	—
Junior colleges	17	3	Secondary schools	—
Technical institutes	16	1—3	Secondary schools or higher	—
Joint armed services colleges	17—18	2—4	Secondary schools or higher	—
Schools of fine arts	18	3	Secondary schools or higher	—
(b) Degree-granting colleges, universities and schools:				
Faculties, colleges or schools of arts and science	21	3—7	Secondary schools, classical colleges, etc.	—
Theology	21	3—7	Secondary schools or colleges	—
Teacher training	19 or 23	1—6	Secondary schools or colleges	—
Engineering	19 or 23	1—6	Secondary schools	—
Agriculture	19	4	Secondary schools	—
Forestry	19	4	Secondary schools	—
Dentistry	19	6	Secondary schools	—
Medicine	19	6	Secondary schools or pre-medical courses	—
Veterinary science	19	4	Secondary schools	—
Law	19	7	Secondary schools or colleges	—
Commerce	19	4	Secondary schools	—
Music	19	4	Secondary schools	—
Pharmacy	19	3	Secondary schools	—
Home economics	19	4	Secondary schools	—
Nursing	22	2—4	Colleges	—
Physical and health education	19	4	Secondary schools or colleges	—
Social work	23	1—2	Secondary schools or colleges	—

15. Summary of School Statistics
Number of institutions, teachers and students in 1937 and 1947

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1937		1947		1937		1947	
	1937	1947	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Kindergartens, public	...	111	...	...	...	...	...	...	...	...
Nurseries and kindergartens, private	...	110	...	...	...	...	...	...	8 821	...
Primary										
Primary, public	[1] 30 025	[1] 31 961	[2] 70 924	[2] 52 444	[2] 74 873	[2] 56 659	1 889 796	929 429	[3] 1 737 464	840 544
Primary, private	...	[1] 448	[2] 8 833	[2] 4 786	[2] 8 995	[2] 5 219	62 979	38 626	65 496	40 579
Indian schools	365	347	419	226	[4] 632	[4] 492	[4] 27 976	[4] 14 430	[4] 19 622	[4] 10 345
Secondary										
High schools, public	[1]...	[1]...	...	...	...	...	[5] 321 812	[5] 173 009	[5] 314 720	[5] 166 046
High schools, private	[1]...	[1]...	...	...	...	...	58 654	32 787	73 528	40 262
Preparatory and classical colleges, public and private	103	151	952	220	1 600	591	17 376	5 550	25 955	8 445
Teacher training [6]										
Public	22	62	300	272	611	...	2 295	2 070	8 463	...
Private	38	45	361	192	349	...	1 473	589	698	227
Technical [7]										
Nursing	...	164	...	...	...	...	...	...	12 368	12 368
Household science, diploma courses	11	16	...	...	...	...	717	717	524	524
Agricultural diploma courses	7	7	...	...	...	...	417	1	929	5
Agricultural college	1	1	2	—	2	—	39	—	126	9
Higher										
Junior colleges	13	12	95	23	91	25	[8] 807	[8] 160	[8] 1 580	[8] 333
Theological, preparatory	23	19	95	—	80	—	550	—	547	—
Universities	24	24	[9] 3 001	[9] 364	[9] 4 762	[9] 581	[10] 34 246	[10] 7 632	[10] 77 426	[10] 14 888
Colleges	147	162								
Higher technical	13	16								
Special [11]										
For the blind and deaf	...	14	...	...	...	...	...	...	1 071	...

Source. Unesco questionnaire EDUC/67; additional data from the Dominion Bureau of Statistics.
Note. Uuless otherwise stated, data refer to full-time institutions, teachers and students.

1 Elementary and high schools are normally operated by the same school board. There were in 1947 some 1,450 public and 450 private schools providing all of the high school years, while many others, including one-room schools, provide one or more years of high school instruction.
2 Including teachers in kindergartens and high schools.
3 Including some 17,832 kindergarten pupils.
4 Including teachers and Indian students in combined public and Indian schools.
5 Numbers of students in grades IX to XII or XIII in academic, technical and commercial schools.
6 For elementary school teachers.
7 There were in 1947, for 8 provinces (excluding Quebec), 124 vocational schools with 2,274 teachers and 42,317 pupils in day classes, and 2,098 teachers and 57,269 pupils in evening classes. The numbers are included in those for high schools.
8 Excluding students at secondary levels.
9 In addition, there were 2,266 (257 female) part-time teachers in 1937, and 3,558 (427 female) part-time teachers in 1947.
10 Including full-time post-graduate enrolment. In addition, there were 43,840 (19,792 female) part-time students in 1937, and 49,109 (25,898 female) part-time students in 1947.
11 In addition, there were in 1947, 6 schools for handicapped children and 25 schools for delinquants. Also there were 115 classes for handicapped children in public schools, enrolling 4,716 mentally retarded pupils, 218 with defective sight, 4,410 with defective hearing, and 3,852 with other physical handicaps, and using the services of 618 teachers.

16. Age-Sex Distribution of Students in public and private primary and secondary schools in 1947/48

Age in years	Number of students enrolled			Percentage of students enrolled					
				By sex for each age			By age for each sex		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
All ages	**2 198 999**	**1 104 829**	**1 094 170**	**100.0**	**50.2**	**49.8**	**100.0**	**100.0**	**100.0**
Under 6	48 650	24 189	24 461	100.0	49.7	50.3	2.2	2.2	2.2
6	173 344	87 950	85 394	100.0	50.7	49.3	7.9	8.0	7.8
7	221 047	112 270	108 777	100.0	50.8	49.2	10.1	10.2	9.9
8	213 555	108 375	105 180	100.0	50.7	49.3	9.7	9.8	9.6
9	209 802	106 293	103 509	100.0	50.7	49.3	9.5	9.6	9.5
10	203 213	103 185	100 028	100.0	50.8	49.2	9.2	9.3	9.1
11	199 039	100 895	98 144	100.0	50.7	49.3	9.1	9.1	9.0
12	199 379	100 676	98 703	100.0	50.5	49.5	9.1	9.1	9.0
13	188 317	94 578	93 739	100.0	50.2	49.8	8.6	8.6	8.6
14	166 382	83 396	82 986	100.0	50.1	49.9	7.6	7.5	7.6
15	140 410	70 031	70 379	100.0	49.9	50.1	6.4	6.3	6.4
16	102 146	48 765	53 381	100.0	47.7	52.3	4.6	4.4	4.9
17	67 738	31 479	36 259	100.0	46.5	53.5	3.1	2.8	3.3
18	38 844	18 838	20 006	100.0	48.5	51.5	1.8	1.7	1.8
19	14 909	8 181	6 728	100.0	54.9	45.1	0.7	0.7	0.6
20	4 648	2 069	2 579	100.0	44.5	55.5	0.2	0.2	0.2
21 and over	696	393	303	100.0	56.5	43.5	0.0	0.0	0.0
Unclassified	6 880	3 266	3 614	100.0	47.5	52.5	0.3	0.3	0.3

Source. Unesco questionnaire EDUC/67.

17. Higher Education
Number of full-time students and graduates, by faculty and by sex, in 1947

Faculty	Number of faculties	Students enrolled [1]			Graduates [2]		
		Total	Male	Female	Total	Male	Female
All faculties	**334**	**77 426**	**62 538**	**14 888**	**10 853**	...	...
Arts, philosophy and pure science	95	37 531	28 263	9 268	5 101	3 288	1 813
Theology	59	2 380	2 316	64	533	499	34
Education	15	1 608	1 046	562	915	...	...
Engineering and applied science	19	13 804	13 760	44	1 096	1 091	5
Agriculture	8	2 825	2 716	109	238	224	14
Forestry	4	1 090	1 089	1	50	50	—
Dentistry	5	962	951	11	139	137	2
Medicine	11	3 944	3 674	270	525	481	44
Veterinary science	2	416	407	9	149	147	2
Law	11	1 963	1 905	58	269	247	22
Commerce	21	4 784	4 392	392	668	610	58
Music and fine arts [3]	12	548	232	316	[3]...	[3]...	[3]...
Pharmacy	8	1 084	907	177	171	115	56
Home economics	14	1 367	—	1 367	220	—	220
Nursing	15	1 120	—	1 120	425	—	425
Physical and health education	6	491	272	219	55	16	39
Social work	8	373	98	275	152	34	118
Architecture	5	380	360	20	43	36	7
Journalism	7	138	115	23	...	...	...
Librarianship	6	110	17	93	104	56	48
Other (unspecified)	3	508	18	490	...	11	...

Source. Unesco questionnaire EDUC/67; additional data from the Dominion Bureau of Statistics.

[1] Including full-time graduate enrolment.

[2] *Baccalauréats* and first professional degrees and diplomas. In addition, there were awarded: 667 masters' degrees (95 women); 305 'licences' (26 women); 115 doctorates in course (13 women); 705 post-graduate diplomas (151 women).

[3] Degree courses only. The number of graduates are included in Arts.

18. Public Expenditure on Education in 1947/48
(In Canadian dollars)

Source of revenue	Total	Central administration	Primary and secondary education	Higher education	Other
Public School Education	**273 106 676**	**1 549 022**	**243 943 372**	**23 425 920**	**4 188 362**
Contributions from the Dominion Government	7 665 632	85 567	5 000 067	2 115 843	464 155
Contributions from provincial governments	114 307 211	1 463 455	97 797 305	11 322 244	3 724 207
Contributions from local authorities	137 211 051	.	137 211 051	—	—
Fees	7 899 239	.	688 803	7 210 436	—
Other sources	6 023 543	.	3 246 146	2 777 397	—
Independent School Education	**24 483 685**	.	**10 839 352**	**13 644 333**	—
Subsidies or grants-in-aid from public funds	3 880 813	.	—	3 880 813	—
Fees	17 907 419	.	10 839 352	7 068 067	—
Revenue from endowments, gifts, etc.	2 695 453	.	—	2 695 453	—

Source. Unesco questionnaire EDUC/67; additional data from the Dominion Bureau of Statistics.
Note. Official rate of exchange in 1947/48: Can.$1.005=U.S.$1.00.

CEYLON

Total population
(estimate: mid-year 1949)
7 297 000

Provided by the Ministry of External Affairs, Colombo

LEGAL BASIS OF EDUCATION

The educational system of Ceylon today is based, in its essential features, on the report of the Special Committee on Education issued in 1943 (Sessional Paper XXIV of 1943). The Committee recommended that a system of education should be set up, adapted to the national languages, culture and circumstances, while embodying the best elements in modern progressive, educational thought and practice.

Some of the specific proposals of the Committee were as follows:

1. Education in Ceylon should be free 'from the kindergarten to the University'.
2. The medium of instruction in all primary schools should be the mother-tongue of the pupil.
3. Every child should receive the type and degree of education for which he is best fitted.
4. Education should have a religious background and should inculcate in the child principles of good citizenship.
5. The compulsory school-going age should be from 5 to 14.

The first two proposals were implemented on 1 October 1945. The new educational policy was subsequently incorporated in an Ordinance (No. 26 of 1947) which amended the existing laws on education (Ordinance No. 31 of 1939).

Amending Ordinance No. 26 of 1947 thus forms the legal basis of education in Ceylon. For the purpose of the Ordinance a Department of Education is established with a Director of Education at its head. The Director executes and has the power to enforce the provisions of the Ordinance, subject to the general direction and control of the Minister of Education and the Permanent Secretary, who also enjoys appellate jurisdiction in respect of any order or determination made by the director. The Ordinance makes provision for the setting up of advisory bodies, both central and local, and for the devolution of educational authority to municipalities, urban councils and village committees. The Minister is empowered to make regulations, known as the Code, for the registration and conduct of schools, for the training of teachers and other specified matters.

The Ordinance also brings the following subjects within the purview of the Minister: the education of children on plantations, the education of defective and delinquent children and of adults, and agricultural, technical and commercial education.

For a proper understanding of the educational structure of the country, a few general facts may be stated at this stage. The population of Ceylon is composed of the following races—the Sinhalese (who form about two-thirds of the population), Ceylon Tamils, Indian Tamils, Ceylon Moors and Burghers. The languages most widely spoken are Sinhalese and Tamil. English, which is the official language, is spoken by the educated classes of all the racial groups. The chief religions practised in Ceylon are Buddhism, Hinduism, Christianity and Islam.

The schools of Ceylon are, however, not divided on the basis of race, or nationality. All schools are compelled by law to admit pupils irrespective of race, nationality or religion. It is estimated that the number of children of school-going age in Ceylon is about 1,600,000.

EDUCATIONAL ADMINISTRATION, FINANCE AND INSPECTION

Education in Ceylon is a function of the Government, but not all the schools in Ceylon are run by the Government. There are two distinct types of schools, Government and assisted. The former are administered directly and maintained by the Government; the latter, which are assisted by State grants and are generally under the control of denominational societies, are conducted under the general supervision of the

Director of Education in conformity with the Codes of Regulations for Assisted Schools. There are a very few private schools.

With the introduction of free education, the entire expenditure on education in respect of both Government and assisted schools has become a charge on the general revenue of the central Government. In the case of an assisted school, the Government now pays annually the entire salaries of the approved staff of a school together with a maintenance and equipment grant calculated at specified rates. The only fee that may be levied in any school, Government or assisted, is a small fee of about Rs.6 a year (a little more than a dollar) for the provision of games and library facilities and dental treatment. This fee is collected only from pupils whose parents can afford to pay it. Local authorities have so far shown no desire to enter the field of education, though the Ordinance makes provision for their participation.

For the purposes of inspection and supervision, an education officer is stationed in each of the nine provinces. He is assisted by a staff of circuit inspectors who make periodical visits to schools in their circuits. There is also an inspectorate of special subjects like physical training, art, music and handicrafts. Circuits are so demarcated as to make it possible for an inspector to visit a Government school at least once a term. Assisted schools are inspected at least once annually.

The Head Office of the Education Department is situated in Colombo, the administrative centre of the Island.

ORGANIZATION

Pre-school education is not organized in Ceylon.

The stages in education are three: primary, secondary, further, the details of which are as follow:

Primary. Infant school. 1st and 2nd school years (5-7 years), Standard I. Primary school. 3rd to 6th school year (7-11 years), Standards II, III, IV, V.
Secondary. Junior Secondary. 7th to 9th school year (11-14 years), Standards VI, VII, VIII. Senior Secondary. 10th and 11th school years (14-16 years), Higher School Certificate Course two years.
Further Education. The University of Ceylon (which is an autonomous body), law college, technical college, adult education centres.

It is proposed that selective tests should be held at the end of the junior secondary stage to decide the fitness of pupils to enter senior secondary schools.

The curriculum of schools is broad-based. In addition to the three R's, general education subjects like history, geography, civics are taught and a due place is given to cultural subjects (art, Oriental and Western music, singing, Kandyan dancing) and to out-of-school activities (games, literary, dramatic and scientific societies). There is provision for the study of English in the majority of schools from Standard II (3rd school year). Girls are taught the subjects suitable to their sex. Curricula and schemes of work are not rigid; schools enjoy great freedom in these respects.

The medium of instruction in the primary school is Sinhalese or Tamil. In the junior secondary and senior schools the medium is English, with the result that some form of bilingual education has to be adopted in the early stages in the junior school. In some secondary schools, however, the medium is Sinhalese or Tamil.

BUILDINGS AND SUPPLIES

A typical primary school in Ceylon today stands on about 2 acres of land, with a main school hall, teachers' quarters and latrines and well. Permanent school buildings are of brick or rubble masonry with tiled roofs, cemented floors and half wall all round. Owing to the dearth of materials, new school buildings are generally of a semi-permanent character —having cemented floor, thatched roof supported on round timber posts, and timber cladding. Most school buildings are constructed according to type plan on the basis of an allowance of 12-15 square feet of floor space for each pupil.

Junior and senior schools have more land and accommodation. As these schools were started only recently by the Government, most of the buildings are semi-permanent structures. The Government has, however, embarked on a plan for giving junior, senior and central schools fully-equipped modern buildings with laboratories and workshops with the object of making them educational centres in the areas in which they are situated.

The assisted schools, which entered the educational field several decades before Government schools, have several large, permanent and well-equipped schools, both primary and secondary.

Major school building schemes are undertaken by the Public Works Department. The School Works Branch of the Education Department attends to the designing, maintenance, repairs and supervision of buildings.

Furniture and equipment for Government schools are supplied by the Government. The Code requires that individual desks and seats should be available for the children.

THE EDUCATION AND STATUS OF TEACHERS

A teacher generally joins as a probationer. During the probationary period he is expected to obtain a professional qualification either by passing a teacher's certificate examination or entering a training college. To be registered, a teacher must be certificated or trained.

Teachers with the intermediate examination certificate of a university and graduates are also considered certificated teachers.

There are 20 training colleges in the Island. The courses are of two years' duration. The University of Ceylon conducts a one-year course of training for graduates.

Teachers of special subjects like commerce, art, music and handicrafts are required to possess a prescribed minimum qualification before being recognized as certified teachers. Courses of training for teachers of arts and handicrafts have been started recently at the Government technical college.

Every teacher is an employee either of the State or of a private society aided by the Government. Teaching is one of the recognized professions and teachers enjoy a large measure of security. A uniform salary scale exists for all teachers, with avenues of promotion leading to head teacherships and special posts. Appointments and promotions are made on the basis of service and qualifications. The dismissal and discontinuance of teachers is controlled by regulations laid down by the Government. A teacher has to work for a minimum of 20 hours a week.

All teachers are paid a cost of living allowance in addition to their salary. Government teachers get a rent allowance or free quarters and three sets of free railway warrants a year. Teachers are entitled to casual leave and full-pay medical sick leave for stated periods. Special full-pay medical leave for nine months is given to teachers suffering from tuberculosis to enable them to recover.

All registered teachers are covered by Government pension schemes. Compulsory retiring ages are 60 for men and 55 for women, and the optional retiring ages are 55 and 50 respectively.

ORGANIZATION OF THE SCHOOL HEALTH SERVICE AND PHYSICAL EDUCATION

The Education Department and the Medical Department co-operate in the organization of the school health services and physical education.

The Medical Department has a staff of special school medical officers who make periodic visits to schools. Every child is thoroughly examined by a doctor three times in his school career—in the 1st standard (1st school year), 4th standard (5th school year) and 7th standard (8th school year). Minor defects are attended to on the spot, and for treatment of major defects the children are directed to the nearest dispensary or hospital. The chief defects and diseases reported are malnutrition, dental caries, anchylostomiasis and malaria. School medical officers are engaged also in organizing prevention measures. Children are regularly vaccinated and anti-typhoid inoculations are given. Very recently a start has been made with large-scale BCG inoculations. Mass treatment is adopted to check anchylostomiasis. Talks on health and hygiene, nutrition and sanitation are a feature of the instruction in schools, and these talks are often illustrated with charts and occasional film shows Every care is taken to see that there are proper sanitary arrangements in every school.

The Physical Education Branch, with a qualified doctor at its head, organizes physical education in schools. The branch has a staff of physical training inspectors and inspectresses whose function is to see that the recommendations of the school medical officers are implemented. Their duty is also to organize and supervise physical training classes in schools and to hold courses of instruction for teachers.

FUNDAMENTAL EDUCATION

The acquisition of basic skills of all kinds has been promoted during the past 10 years by the vigorous drive organized by the Government to open up remote and undeveloped areas through irrigation, food production and colonization schemes, through extension of medical and health services and the establishment of a large number of new schools in which education is entirely free. In more recent times the Rural Development Department and the Local Government Department have entered the field of fundamental education, the former by starting rural development societies for economic uplift, the latter by founding community centres for cultural purposes. The study of handicrafts has been stimulated by the opening of weaving and carpentry centres and schools for adults by the Department of Industries.

The Education Department has also initiated a vigorous movement for the liquidation of illiteracy. A special branch—the Audio-visual and Adult Education Branch—has been established for the purpose. This branch has started a number of adult education centres—totalling 176—which conduct literacy classes, recreational, musical and dramatic activities, tours and discussion, and which arrange for library reading and listening to broadcasts.

Audio-visual aids are being used more widely by all Departments. Nearly 1,000 community radio receivers have been distributed throughout the island and special rural broadcast programmes have been arranged. Six mobile cinema units, to which two motor cycle units are soon to be added, tour the Island. The Information Department has produced films and filmstrips with a local background to be shown to the masses.

The chief voluntary agency is the Lanka Mahila Samiti (Ceylon Ladies' League for Social Services). It has made an outstanding contribution towards the uplift of rural womanhood. Other agencies in this field are the Pirivenas (Buddhist temple schools) and night schools numbering 137 and 27 respectively.

The movement lacks trained personnel. There are no facilities in Ceylon for the training of adult education teachers and workers.

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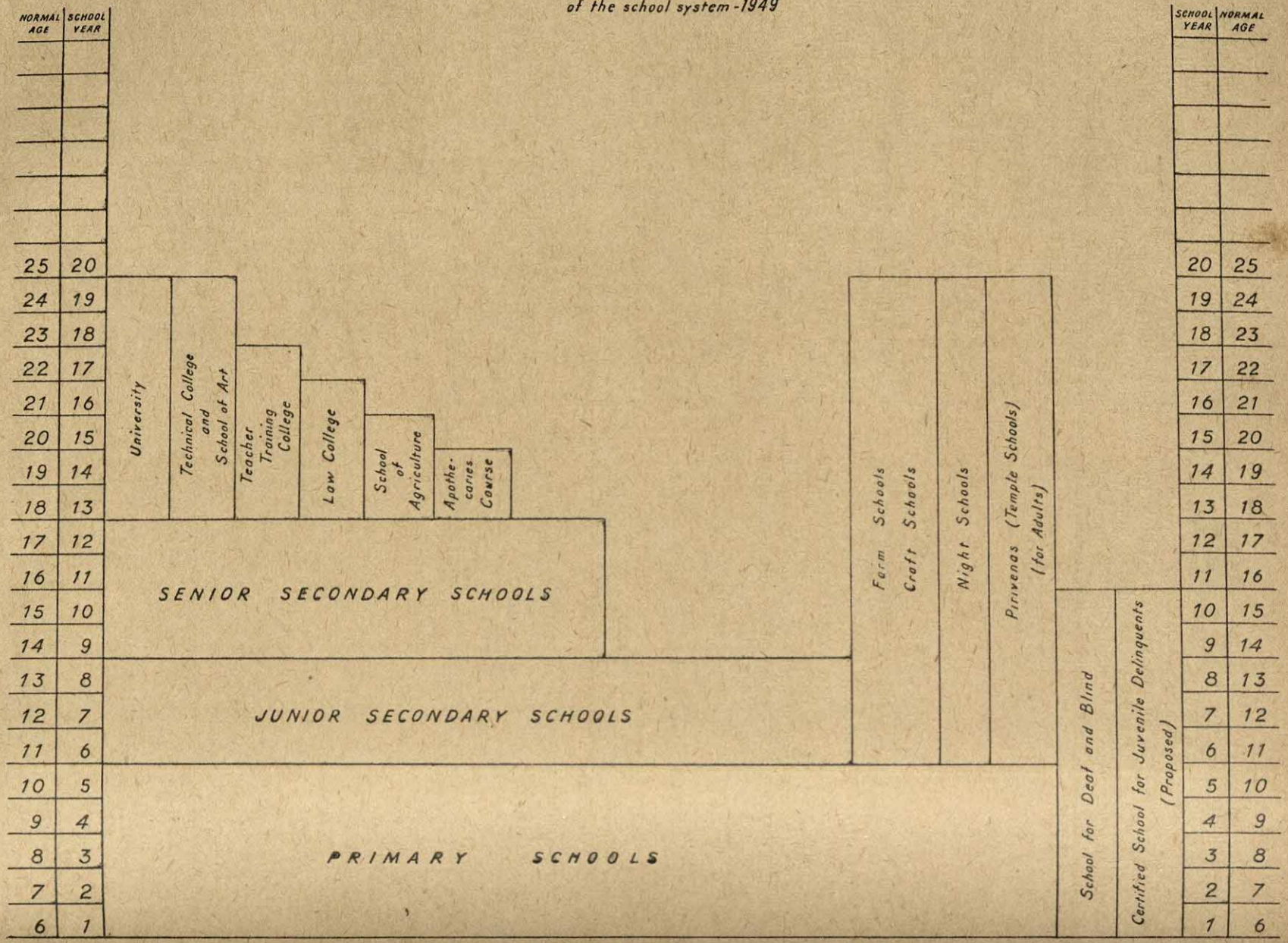
CEYLON

Diagram of the organization of the school system - 1949



Classification of Schools.

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Not organized				
Primary Education				
Primary schools	5	6	From home	—
Secondary Education				
Junior schools	11	3	Primary schools	—
Senior schools	14	4	Junior schools	Government senior school certificate (through medium of English, Sinhalese or Tamil) Higher school certificate
Higher Education				
(a) Non-degree-granting college:				
Ceylon Technical College (including School of Art)	16	4	Senior school	Diplomas in accountancy, certificates in book-keeping, surveying and levelling, teachers' certificates in art and handicrafts
The Law College	17	3½—4	Senior school	Proctor's final certificate and advocate's final certificate
Teacher-training colleges	20	2	Senior school	Primary trained teacher's certificate, secondary trained teacher's certificate
Schools of agriculture and farming	18—20	2	Senior school	Diploma in agriculture and farming
Training course for apothecaries	20	2	Senior school	—
(b) Degree-granting colleges, universities and schools:				
University of Ceylon, with faculties of	17	4	Senior schools or private tutors	
Arts				B.A. /M.A.Ph.D. /D.Litt.
Oriental studies				
Science				B.Sc. /M.Sc. /Ph.D. /D.Sc.
Agriculture [1]				B.Sc.(Agric.) /M.Sc.(Agric.)
Veterinary science [1]				B.V.Sc.
Law				LL.B. /LL.M. /LL.D. /
Medicine [1]				B.Sc. (Anatomy and physiology) M.B.B.S. (Bachelor of medicine and Bachelor of surgery) B.D.S. /L.D.S. (Degrees and diplomas in dental surgery) M.S. (Master of surgery) M.O.G. (Master of obstetrics and gynaecology) M.D. (Doctor of medicine)
				Also diplomas in Sinhalese, Tamil, Ceylon history, medicinal surgery, tropical medicine and hygiene, education

[1] Founded in 1949.

19. Summary of School Statistics

Number of institutions, teachers and students in 1937 and 1949

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1937		1949		1937		1949	
	1937	1949	Total	Female	Total	Female	Total	Female	Total	Female
All levels	4 824	[1] 6 244	[2] 20 643	...	[3] 34 325	15 323	[4] 723 730	[5] 285 685	[6] 1249 395	552 554
Primary										
Primary, public	1 487	2 853	5 830	...	13 212	5 562	252 196	92 616	549 307	243 664
Primary, private	3 069	2 779	10 471	...	[3] 12 510	6 160	407 456	174 143	[6] 472 256	222 756
Secondary										
Junior, public	8	181	393	...	1 286	417	1 170	119	45 065	16 891
Senior, public	3	88		...	1 412	485	1 097	...	39 023	14 791
Junior, private	116	60	3 859	...	652	264	23 821	7 107	17 318	6 438
Senior, private	110	254		...	4 848	2 364	35 776	11 080	120 902	46 348
Technical										
Ceylon technical college	1	1	15	1	54	3	112	30	818	82
Agriculture and farming	1	2	6	—	20	8	36	—	154	85
Training course for apothecaries	1	1	...	...	...	—	53	...	190	5
Teacher training										
Colleges	23	20	...	...	176	53	932	413	1 982	1 062
Higher										
University of Ceylon	1	1	50	—	137	5	[4] 586	64	1 844	325
The Law College	1	1	—	—	—	—	78	—	69	1
Special										
For the blind and deaf	2	2	14	7	11	2	249	113	265	106
Certified school for junior delinquents	1	1	5	—	7	—	168	—	202	—

Source. Unesco questionnaire EDUC/67. Additional data from the Department of Census and Statistics, Colombo.
Note. Data refer to full-time institutions, teachers and students, as at 31 May of each year.

[1] Excluding 26 night schools.
[2] Excluding teachers in training course for apothecaries and in teacher-training colleges.
[3] Excluding 172 teachers in night schools and in training course for apothecaries.
[4] Excluding 132 students in the Ceylon Medical College not classified according to sex.
[5] Excluding students in senior schools (public) and in training course for apothecaries.
[6] Excluding 3,969 boys in English night schools and 22 boys in Tamil night schools.

20. Age Distribution of Pupils in primary and secondary schools in 1949

Age	Pupils enrolled	
	Number	Percentage by age
All ages	**1 243 871**	**100**
5	300 006	24
6	205 342	17
7	178 114	14
8	148 905	12
9	115 023	9
10	83 430	7
11	93 632	8
12	44 796	4
13	33 482	2
14 and over[1]	41 141	3

[1] Including pupils still in secondary schools but excluding students following technical, teacher, higher and special education.

21. Higher Education

Number of teachers, students and graduates by faculty in 1948

Faculties	Number of faculties	Teachers [1]	Students enrolled		Graduates
			Total	Female	
All faculties	**29**	**121**	**1 611**	**277**	**[2] 200**
Department of Oriental studies	5	21	691	...	...
Arts	9	35			
Science	7	31	422	...	...
Medicine	8	34	498	...	...

Source. Department of Census and Statistics, *Statistical Abstract of Ceylon, 1949.* Colombo, 1949.
Note. Data refer only to the University of Ceylon. There exist in addition the Ceylon Law College, with 149 admissions in 1946, and the Ceylon Technical College, with an enrolment of 1,379 (62 female) students in 1946.

[1] Including professors, readers, lecturers, assistant lecturers, and others.
[2] Of which: 87 B.A.; 70 M.B., B.S.; 40 B.Sc.; 2 M.A.; 1 B. D.S.

CHINA

Prepared by Ministry of Education, Taipeh, Taiwan (Formosa)

CONSTITUTIONAL BASIS OF EDUCATION

Education is based on articles 158-67, section 5, Chapter 13 in the Constitution of the Republic of China.

EDUCATIONAL ADMINISTRATION AND FINANCE

The National administrative organ of education is the Ministry of Education. At present, the organization of the Ministry of Education is temporarily reduced to five departments and five offices, namely, the Departments of Higher Education, Secondary Education, Social Education, General Affairs and International Cultural Relations; the Secretariat, the Councillor's office, the Inspectors' office, the Auditor's and Comptroller's office and Personnel office. There are also a number of committees to handle special matters.

In each province or special municipality there exists a provincial Department of Education or Municipal Bureau of Education respectively, in which various sub-divisions take charge of primary, secondary, higher and social education. In each *hsien* or provincial municipality, a Bureau of Education or Education Section is in charge of the primary, the secondary and social education.

According to Section 164 of the Constitution, the proportion of the budget spent on education and culture should be 15 per cent for the National Government, 25 per cent for the provincial and municipal government and 35 per cent for the *hsien* government respectively.

Based on the final financial report of the National Government for the 38th year of the Chinese Republic (1949), the expenditure on education and culture indicates a disbursement of Gold Yuan $1,048,757,372,692, Customs Yuan $6,301,959, Silver Yuan $6,278,008, New Taiwan $1,062,390, Hongkong $409,486 and U.S. $155,000. This expenditure covers 1.56 per cent of the total expenditures of the National Government for the same year.

As indicated by the report on the appropriation for the 38th year of the Chinese Republic (1949), the expenditure of the Taiwan provincial government on education and culture amounts to New Taiwan $25,652,680. This amounts to 27.20 per cent of the total expenditure of Taiwan provincial government for the same year and exceeds the 25 per cent limit specified by the Constitution.

In the Ministry of Education a number of inspectors make regular and occasional inspection of the higher educational institutions; in the provincial department of education or the bureau of education of special municipalities, a body of inspectors supervise the primary schools.

ORGANIZATION OF THE SCHOOL SYSTEM

PRE-SCHOOL EDUCATION

Boys and girls from 4 years to 6 years of age are enrolled in kindergartens.

PRIMARY EDUCATION

All children from 6 to 12 are required by law to receive six years education. The public primary school is divided into junior and senior grades. The junior grade is fixed at 4 years and the senior grade is fixed at 2 years.

SECONDARY EDUCATION

Secondary education comprises the middle school, normal school and vocational school. The middle school includes the senior and junior middle school with three years for each stage. Normal education is given by the normal school, junior normal school, kindergarten normal school and special normal school. The required period of study in these schools varies from one to four years (see diagram on page 102). The vocational schools are divided into agricultural, industrial, commercial, medical, marine and home economics vocational schools.

ADULT EDUCATION, FUNDAMENTAL AND MASS EDUCATION

ADULT EDUCATION

The supplementary school for adults is set up to enable adults to acquire practical knowledge and techniques as well as skills they need for earning a living. Most of the supplementary schools for adults are attached to the regular schools and some have their own site, building and premises. They are required to register with the educational authorities and are operated according to the standing regulation. Each student is granted a certificate upon the completion of his studies.

The supplementary school for adults takes two forms: the common supplementary school and the vocational school. The former usually adopts the important courses in the high school as its essential curriculum. The school funds are allotted by the sponsoring school to which it is attached, but in the case of private schools funds are derived from the foundation or raised by collecting fees from the students. Teachers are appointed in conformity with the rules governing the employment of high school teachers.

There are also a number of short-term training courses, among which that for primary school teachers is typical. Students are admitted to these courses on the recommendation of their original schools.

The vocational supplementary school for adults is again classified into commercial and industrial schools which are set up by the provincial, municipal or *hsien* government. Each school consists of the junior and senior grades with three years for each grade. The commercial school comprises three divisions; home economics, sewing and accounting, while the industrial school includes five divisions: civil engineering, architecture, mechanical, electrical and chemical engineering. Besides, there are also a number of short-term training courses in typewriting, book-keeping, home economics, motoring and radio-repairing, etc., which last from three to six months. The student is also granted a certificate upon the completion of his studies.

FUNDAMENTAL AND MASS EDUCATION

The supplementary school for illiterate adults is established and sponsored by an existing educational institution—a primary school, a high school and sometimes a university. All illiterate adults are obliged to attend the school. The senior grade lasts from 6 to 12 months, the junior grade from 4 to 6 months.

PRIVATE SCHOOLS

Private secondary and primary schools may be set up according to the rules governing their establishment. They are subject to the control of the local government bodies. Outstanding private schools are granted certificates of merit.

SCHOOL BUILDINGS

The buildings, equipment and supplies of secondary and primary schools must conform to the standard fixed by the Ministry of Education.

EDUCATION AND STATUS OF TEACHERS

The teachers of secondary school are trained in the teachers' college. The teachers of primary school are trained in the normal school. Qualifying examinations are prescribed by the Ministry.

Teachers are appointed by the principal of each school. The first appointment covers a period of one semester. After that, the period of appointment is made for one calendar year and is renewable. By regulation, teachers receive annual increases of pay.

After the expiration of contract, teachers who are found incompetent for the service may be refused a further contract by the principal of the school. However, no teacher may be dismissed at any time prior to the expiration of contract.

Secondary and primary school teachers who have served for more than 20 years or who are over 60 years of age may be retired with pension upon their own

request, in accordance with the standing regulations.

ORGANIZATION OF SCHOOL HEALTH SERVICE AND PHYSICAL EDUCATION

PRIMARY SCHOOL

Each school has a physician and a nurse to attend to the health work in the school. The physical education is taken care of by a director.

SECONDARY SCHOOL

In secondary schools with less than eight classes, two sections, i.e., the health section and physical education section, are set up under the supervision of the dean's office. The division of physical education is set up in the secondary schools with nine classes or more to take charge of physical education and students' health.

ROLE OF YOUTH GROUPS IN EDUCATION

In China the youth groups have played an important role in the advancement of modern thought and democracy. These groups are generally regarded as the best medium through which the initiative and self-governing power of the youth can be developed. Accordingly a special committee is set up in the Ministry of Education to give the youth proper guidance.

RECENT TRENDS

PRIMARY EDUCATION

Improvements and adjustments have recently been made in the curricula of primary schools, such as beginning the teaching of arithmetic from the third year and the revision of oral materials for different grades in the primary schools.

SECONDARY EDUCATION

It seems that the system of secondary education itself is a question deserving careful study and experiment. To mention only one example, introduction of a middle school system with two years for the senior middle school and four years for the junior middle school, as well as the inauguration of a four years junior middle school system, are under study at present.

HIGHER EDUCATION

Higher education in China is administered in accordance with the University Law as well as the Technical College Law. The aim of the university is two-fold: to carry on advanced research and to pursue higher studies. The aim of the technical college, however, is to give the students instruction in the applied sciences and to train technical personnel. A university, when duly inaugurated, must consist of more than three colleges, one of which must be a college of sciences, and another that of medicine, of agriculture, of engineering or of business administration.

A university is headed by a president who is assisted by a dean of studies, a dean of students, a chief of general affairs, and deans of the component colleges. In each component college, the dean is again assisted by the heads of departments. There are many conferences and committees to determine administrative policies, such as the conference of faculty members, the administrative conference, the committee on studies, and the committee on students' discipline.

An independent college or technical college is also headed by a president. The president is assisted by a dean of studies, a dean of students, a chief of general affairs and heads of departments. Most of the university conferences and committees also exist in independent and technical colleges.

The president of a national university is appointed by the National Government. The president of an independent or technical college is appointed by the Ministry of Education. The president of a private institution (university, independent college or technical college) is nominated by the Board of Trustees of the respective institution and reported to the Ministry of Education for record.

The faculty members of a university, independent college or technical college are classified into four classes: professor, assistant professor, lecturer and assistant. The professors, having continuously served on the faculty for more than seven years and having rendered excellent service in teaching, are granted a furlough to pursue higher studies abroad for a period of half a year or one year. The assistant, the lecturer and assistant professor are promoted to higher status after the completion of a required period of service with satisfactory record and publications.

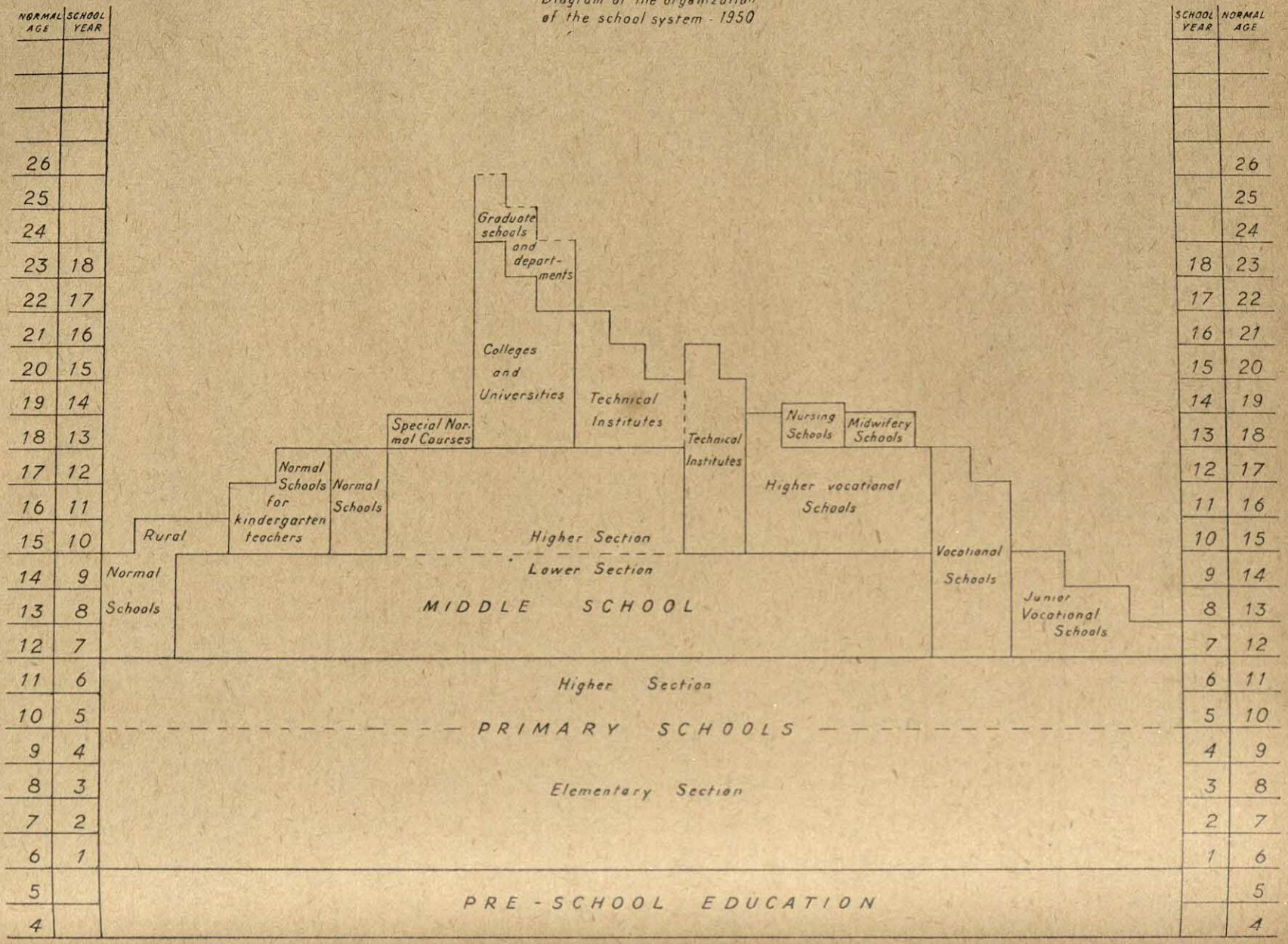
In Government institutions (university, independent

college, technical college) those faculty and staff members who have completed more than 15 years service by the age of 60, or have served more than 30 years, are entitled to retirement with pension upon request.

Any private institution of higher learning may be set up provided that it has adequate buildings, sufficient funds and equipment. The administration and curricula of the private institutions must be carried out in accordance with the regulations laid down by the Ministry of Education.

CHINA

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Kindergarten	4	2	—	—
Primary Education				
Junior primary school	6	4	—	—
Senior primary school	10	2	Primary school, junior grade	—
Secondary Education				
Junior middle school	12	3	Primary school, senior grade	—
Senior middle school	15	3	Junior middle school	—
Junior vocational school of agriculture	12	3	Primary school, senior grade	—
Junior vocational school of industries	12	3	Primary school, senior grade	—
Vocational school of commerce	12	3	Primary school, senior grade	—
Junior vocational school of home economics	12	3	Primary school, senior grade	—
Senior vocational school of agriculture	15	3	Junior middle school or junior vocational school	—
Senior vocational school of industries	15	3	Junior middle school or junior vocational school	—
Senior vocational school of commerce	15	3	Junior middle school or junior vocational school	—
Senior marine vocational school	15	3	Junior middle school or junior vocational school	—
Senior vocational school of pharmacy and obstetrics	15	3	Junior middle school or junior vocational school	—
Normal school	12—15	1—4	Primary school, senior grade	—
Higher Education				
(a) Non-degree-granting colleges :				
Technical College [1]	18 or 15	2,3 or 5		Diploma qualifying for entrance to higher institutions
(b) Degree-granting colleges, universities and schools:				
University	18	[2] 4	Senior middle school	Diploma, bachelor degree [3]
College (independent)	18	4	Senior middle school	Diploma, bachelor degree [3]
Teachers' college	18	5	Senior middle school	Diploma, bachelor degree [3]

[1] The technical college has three courses: five-year, three-year and two-year. The five-year technical college admits junior high school graduates; the three-year technical colleges, including the technical college of medicine and teachers' college, admit high school graduates.

[2] In the medical college of a university or an independent medical college, five years' residence for lecture and laboratory is generally required with one more year for interneship. In the the Medical College of Taiwan University the period of study is seven years, including one year of interneship.

[3] The graduation examination of the university, independent college and technical college is supervised by the Ministry of Education.

[4] The graduate student who has engaged himself in research continuously for more than two years in the graduate school of a university or independent college and has accomplished satisfactory records will be recommended as a candidate for a Master's degree and the Master's degree shall be conferred after the approval of the Ministry of Education.

22. Summary of School Statistics
Number of institutions, teachers, students and graduates in 1937/38 and 1945/46

Kind of education and type of school	Institutions		Teachers		Students		Graduates	
	1937/38	1945/46	1937/38	1945/46	1937/38	1945/46	1937/38	1945/46
Pre-School								
Kindergartens	839	1 028	1 400	2 407	46 299	106 248	.	.
Primary								
Elementary and higher	229 072	268 909	480 760	782 814	12 801 725	21 725 650	.	.
Secondary								
Middle schools	1 240	3 351	23 505	82 231	309 563	1 122 222	48 264	255 688
Teacher training								
Normal	364	662	5 148	16 744	48 793	180 344	9 396	28 163
Vocational and technical								
Vocational	292	517	4 844	12 529	31 592	92 278	7 023	18 764
Higher								
Colleges and universities [1]	91	[2] 185	5 657	[2] 16 317	31 188	[2] 129 336	5 137	[2] 20 185

Source. Directorate of Statistics. Directorate-General of Budgets, Accounts and Statistics, National Government of China. *Statistical Abstract of the Republic of China, 1947.*

[1] Including technical institutes.
[2] 1946/47.

23. Age-Sex Distribution of Students
in public and private schools in 1949/50 in the province of Taiwan

Age in years	Number of students enrolled			Percentage of students enrolled					
				By sex for each age			By age for each sex		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
All ages	**1 028 200**	**633 103**	**395 097**	**100.0**	**61.6**	**38.4**	**100.0**	**100.0**	**100.0**
Under 6	13 826	7 765	6 061	100.0	56.2	43.8	1.3	1.2	1.5
6	172 584	100 476	72 108	100.0	58.2	41.8	16.8	15.9	18.3
7	142 451	82 436	60 015	100.0	57.9	42.1	13.9	13.0	15.2
8	138 537	79 796	58 741	100.0	57.6	42.4	13.5	12.6	14.9
9	125 172	74 169	51 003	100.0	59.3	40.7	12.2	11.7	12.9
10	112 663	68 276	44 387	100.0	60.6	39.4	11.0	10.8	11.2
11	107 768	66 909	40 859	100.0	62.1	37.9	10.5	10.6	10.3
12	93 583	62 932	30 651	100.0	67.2	32.8	9.1	9.9	7.8
13	31 494	22 769	8 725	100.0	72.3	27.7	3.1	3.6	2.2
14	28 816	20 737	8 079	100.0	72.0	28.0	2.8	3.3	2.0
15	24 505	17 454	7 051	100.0	71.2	28.8	2.4	2.8	1.8
16	14 534	11 351	3 183	100.0	78.1	21.9	1.4	1.8	0.8
17	8 596	6 641	1 955	100.0	77.3	22.7	0.8	1.0	0.5
18	6 603	5 239	1 364	100.0	79.3	20.7	0.6	0.8	0.3
19	4 904	4 135	769	100.0	84.3	15.7	0.5	0.7	0.2
20	2 164	2 018	146	100.0	93.3	6.7	0.2	0.3	0.0

Source. Unesco questionnaire EDUC/67.
Note. Data refer to the Province of Taiwan (Formosa) only.

24. Summary of School Statistics for Province of Taiwan (Formosa)
Number of institutions, teachers and students in 1949/50

Type of education and kind of school	Institutions	Teachers		Students enrolled	
		Total	Female	Total	Female
Pre-School					
Kindergartens, public	84	319	302	13 826	6 061
Primary					
Primary, junior and senior, public	1 199	19 000	6 077	892 758	350 617
Secondary					
Junior middle schools, public	108	2 618	478	56 140	18 356
Junior middle schools, private	13	226	55	4 555	1 958
Senior middle schools, public	44	677	161	14 052	3 974
Senior middle schools, private	5	79	18	1 615	511
Teacher training					
Normal schools	8	384	103	5 083	1 751
Vocational and technical					
Junior schools of agriculture	36	573	36	9 308	143
Junior schools of industry, commerce, home economics and marine	39	796	111	14 347	3 314
Senior schools of agriculture	10	288	18	2 656	1
Senior schools of industry, commerce, marine, pharmacy and obstetrics	23	549	66	6 844	349
Higher technical colleges	3	79	3	1 294	74
Higher					
Universities	1	512	29	2 946	312
Independent colleges	2	184	17	1 175	57
Teachers' colleges	1	160	21	816	135
Special					
For the blind and deaf	2	29	18	369	...

Source. Unesco questionnaire EDUC/67.

COLOMBIA

Total population
(estimate: mid-year 1949)
11 015 000

Based on printed sources

ADMINISTRATION

The Minister of Education has Cabinet status and is responsible for administering the school system. He is assisted by a Secretary-General and a chief administrative officer, under whom come the directors of the main divisions: primary, secondary, normal, vocational education, women's education, cultural extension, physical education, national library, records, materials and supplies.

The central authorities work closely with the provincial offices of education, in each of which there is a Director appointed by the Minister. The Director is assisted by a staff of inspectors. At the level of local government in municipalities and towns there are boards of education.

In the case of primary schools, buildings are provided by the municipalities; teachers are paid by the province; curricula are laid down by the Ministry, which also provides certain supplies. Supervision is arranged jointly by the three levels of government. The same practice of decentralization occurs in the case of secondary, technical and normal schools, although the central Government takes a larger share of responsibility and control. Private schools are subject to State supervision, and have to follow a minimum official curriculum.

ORGANIZATION

Education is compulsory between the ages of 7 and 14 years, and is free in public schools. Owing to the shortage of schools it is not yet possible to give effect to the compulsory education law.

Pre-school education is given in kindergartens, most of which are run by private bodies. A number of public kindergartens are attached to national and provincial normal schools.

Primary schools offer a four-year course. They enrol pupils from the age of 7 years. The official programme for the country as a whole includes Spanish, arithmetic, natural science, history and geography, civics, handicrafts, physical education, drawing, religion, hygiene and agriculture; but in the application attention is paid to local needs and resources. While urban primary schools have the full four-class structure, and some of them add a fifth class, many rural primary schools are incomplete.

Secondary education is a six-year course, open to pupils who have completed the fourth primary class. These six years fall into two cycles: a four-year general course leading to an elementary bachelor's certificate *(bachillerato elemental)*, and two final years of specialization leading to the bachelor's certificate in secondary education, a State examination which gives access to the faculties of the university. The majority of the schools *(colegios)* are private. Curricula for the secondary schools, laid down in official programmes, include Spanish, mathematics, English, French, science, geography and history, religion, drawing, manual work, gymnastics, and Latin and philosophy in the final two years. Provision is made for home economics in girls' schools.

Vocational education has developed vigorously to meet the varying needs of different parts of the country. The vocational agricultural schools recruit students of at least 13 years of age from the rural primary schools. A two-year course combines theoretical and practical work in equal proportions; and a second two-year course is optional for those wishing to specialize. This leads on to the agricultural normal school. A similar system exists for commercial training. At the lower level, schools of commercial orientation and elementary commercial schools recruit pupils from the primary school and give them two-, three- or four-year courses in preparation for office work. The commercial secondary schools are on the same level as academic secondary schools. The course of six years falls into three

cycles of two years each, and leads to a commercial bachelor's certificate or to a diploma.

In the technical field, complementary schools *(escuelas complementarias)* offer a two- or three-year course to pupils who have completed primary school. The curriculum combines general subjects with manual work. Specialized complementary schools have a four-year course and train for semi-skilled and manual trades. At a higher level the schools of arts and trades *(escuelas de artes y oficios)* provide training for skilled craftsmen. The schools of industry and of arts and trades recruit students from the secondary school (requiring variously from two to six years of secondary schooling) and offer a variety of courses for the skilled trades.

For the vocational education of girls, a system of home economics schools is being developed in rural areas (at complementary level) and in towns (at secondary level).

Teachers for primary schools are trained in rural normal schools and regular normal schools *(escuelas normales regulares)*. The latter type enrol students who have completed primary school, and give a five-year course which leads to a diploma and the official title of *maestro*. Rural normal schools are a more recent introduction, designed to stimulate and improve the quality of rural education. Students come from primary schools, most of them with State scholarships, and they take a course of three years in which general education, teaching in a practice school, and practical agricultural work are combined.

Secondary school teachers are trained in the higher normal school, an institution of university status. For admission the secondary education certificate is required. The course lasts four years, with pedagogical subjects and practice teaching a part of the curriculum for each year. In the non-professional studies there is a choice between the five fields of social science, physical science and mathematics, natural science, languages and linguistics, physical education. On completing the course, students take a licentiate in educational science degree.

Higher education is provided by the national university, five provincial and four private universities, and a number of institutes of a specialized nature.

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25. Summary of School Statistics
Number of institutions, teachers and students in 1947

Type of education and kind of school	Institutions	Teachers		Students enrolled	
		Total	Female	Total	e male
Pre-School					
Public kindergartens	14	25	24	761	475
Private kindergartens	237	514	424	13 362	6 744
Primary					
Urban and rural, public	10 665	15 705	12 017	687 801	336 260
Urban and rural, private	655	1 823	1 304	50 915	28 138
Complementary, public	143	466	240	8 164	4 888
Complementary, private	8	20	7	312	175
Secondary					
Public	141	1 628	330	21 188	4 427
Private	302	2 560	1 136	25 973	12 504
Teacher training					
Normal colleges	55	803	418	6 026	4 475
Technical					
Commercial	82	771	362	7 204	4 708
Trade schools	42	341	67	3 645	1 230
Agricultural	20	97	4	773	50
Art schools	15	184	53	2 121	1 266
Nursing	6	89	24	155	155
Higher					
Universities and higher faculties	59	1 335	28	8 032	717
Special					
Schools for abnormal children	3	34	14	262	122
Other					
Unspecified	37	226	88	6 823	3 052

Source. Controlería General de la República. Dirección Nacional de Estadística, Colombia. *Anuario General de Estadística, 1947.* Bogota, Feb. 1950.

Note. In addition to the numbers shown, there were in 1947 a total of 1,691 schools of all types for which no data on teaching staff and students are available. These schools were distributed among the various levels as follows: Pre-school, 129; Primary, 1,228; Secondary, 149; Teacher training, 9; Technical, 115; Higher, 2; Special, 1; Other, 59. Furthermore, all data on military and religious training are excluded.

26. Age-Sex Distribution of Students in primary, secondary and normal schools in 1947

Age in years	Number of students enrolled			Percentage of students enrolled					
				By sex for each age			By age for each sex		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
All ages	**800 379**	**409 512**	**390 867**	**100.0**	**51.2**	**48.8**	**100.0**	**100.0**	**100.0**
7 years and under	89 701	44 206	45 495	100.0	49.3	50.7	11.2	10.8	11.6
8	118 739	59 117	59 622	100.0	49.8	50.2	14.8	14.4	15.3
9	118 819	59 192	59 627	100.0	49.8	50.2	14.8	14.5	15.3
10	124 456	63 215	61 241	100.0	50.8	49.2	15.5	15.4	15.7
11 [1]	99 318	50 136	49 182	100.0	50.5	49.5	12.4	12.2	12.6
12 [2]	195 695	103 069	92 626	100.0	52.7	47.3	24.5	25.2	23.7
13	10 483	5 968	4 515	100.0	56.9	43.1	1.3	1.5	1.2
14	9 837	5 084	4 753	100.0	51.7	48.3	1.2	1.2	1.2
15 [3]	10 614	5 549	5 065	100.0	52.3	47.7	1.3	1.4	1.3
16	7 393	3 977	3 416	100.0	53.8	46.2	0.9	1.0	0.9
17	6 090	3 584	2 506	100.0	58.9	41.1	0.8	0.9	0.6
18	4 724	2 927	1 797	100.0	62.0	38.0	0.6	0.7	0.5
19	2 628	2 010	618	100.0	76.5	23.5	0.3	0.5	0.2
20	1 882	1 478	404	100.0	78.5	21.5	0.2	0.4	0.1

Source. *Anuario General de Estadística 1947.* Bogota, February 1950.
Note. Data include public and private schools—primary, complementary, secondary and normal—but exclude 1,386 schools at these four levels for which enrolment figures are not available.

[1] Including 615 pupils of 11 years and under in complementary primary schools.
[2] Including 188,298 pupils of 12 years and over, in primary schools.
[3] Including 2,070 pupils of 15 years and over, in complementary primary schools.

27. Higher Education
Number of teachers, students and degrees awarded, by faculty, sex and nationality, in 1947

Faculty	Number of faculties	Teachers				Students enrolled				Degrees awarded		
		Total	Male	Female	Foreign	Total	Male	Female	Foreign	Total	Male	Female
All faculties	**59**	**1 335**	**1 307**	**28**	**109**	**8 032**	**7 315**	**717**	**359**	...	...	...
Agronomy	2	37	37	—	6	172	172	—	3	3	3	—
Architecture	5	95	91	4	11	497	367	130	13	29	28	1
Art and decoration	2	18	13	5	2	92	—	92	1	—	—	—
Bacteriology	1	16	15	1	2	72	—	72	3	...	...	...
Economic sciences	2	38	37	1	3	137	131	6	11	8	8	—
Chemical sciences	4	73	73	—	11	353	331	22	26	32	30	2
Law	11	369	369	—	6	1 744	1 718	26	39	240	240	—
Pharmacy	4	57	57	—	7	184	156	28	16	32	29	3
Philosophy and letters	7	92	87	5	30	277	185	92	38	...	...	...
Engineering	5	148	148	—	14	1 237	1 233	4	51	51	51	—
Medicine	4	255	254	1	12	2 502	2 478	24	100	214	212	2
Dentistry	3	69	69	—	2	377	335	42	8	34	34	—
Theology	1	9	9	—	—	62	62	—	34	9	9	—
Veterinary science	1	18	18	—	1	147	147	—	16	16	16	—
Other	7	41	30	11	2	179	—	179	—	—	—	—

Source. *Anuario General de Estadística, 1947.* Bogota, February 1950.

COSTA RICA

Total population
(setimate: mid-year 1949)
883 000

28. Summary of School Statistics
Number of institutions, teachers and students in 1938 and 1950

Type of education and kind of school	Institutions		Teachers				Students			
			1938		1950		1938		1950	
	1938	1950	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Kindergartens, public	2	...	...	...	...	...	...	...	...	...
Primary										
Public	649	981	2 570	1 963	4 342	...	63 848	31 208	104 770	...
Private	47	65	...	...	242	...	...	...	4 820	...
Complementary	3	...	...	...	...	...	...	...	...	...
Secondary										
Public	5	...	154	53	...	...	2 439	1 213	*6 000	...
Private	4	16	...	...	...	...	...	...		...
Teacher training										
Public	...	4	...	...	...	...	...	...	...	...
Vocational										
Public and private	3	...	...	...	...	...	...	...	...	...
Higher										
University and Institutes	1	2	...	...	*190	...	...	...	*1 325	...
Special										
For abnormal children	—	1	...	...	...	...	...	...	...	...

Source. Ministerio de Educación Pública. *Memoria 1950.* San José, República de Costa Rica; and Bureau International d'Education. *Annuaire International de l'Education et de l'Enseignement 1939*, Geneva, 1939.

CZECHOSLOVAKIA

Total population
(estimate: mid-year 1949)
12 463 000

Based on printed sources

LEGAL BASIS OF EDUCATION

A unifying Education Act (No. 95) was passed by the National Assembly on 21 April 1948. This dealt in detail with the school system at primary and secondary levels, and the main features are noted below. A consolidating Higher Education Act (No. 58) was passed on 18 May 1950. Both Acts are an attempt to translate into practice the educational guarantees of the new Czecholovak Constitution (9 May 1948).

ADMINISTRATION

The school system is a uniform structure within a socialist framework. The Ministry of Education, Sciences and Arts directs and supervises all schools: these are State schools in the main, since a special Act is needed for the establishment of private schools. Subject to the policy regulations of the central authority—on the school structure, selection of pupils, curricula, textbooks, etc.—the provincial education authorities of Bohemia and Moravia, Silesia and the Commissioner of Education of Slovakia are responsible for the technical direction of education. These bodies determine school districts, supervise and register schools, etc. As part of the administrative pattern, use is made of advisory councils at every level: central, provincial, local. Such local councils, in conjunction with school principals, have considerable responsibility for the financial control of the school.

ORGANIZATION

Nursery schools, taking children from 3 years of age, are part of the national school system. While attendance is not obligatory, the State assumes responsibility for providing schools in answer to any demands. The principals of nursery schools exercise educational supervision over any creches or kindergartens in the district.

School attendance is compulsory for nine years from the age of 6+. Schools are divided into three grades: the first-grade 'national school' (five years); the second-grade school (four years) and a variety of schools classified as third-grade (four years) but not yet unified.

The first-grade school curriculum contains: social subjects, language, arithmetic, technical subjects, æsthetics, health and physical culture. Pupils who complete the final class satisfactorily pass directly to the second-grade school. These schools are expected to provide 'a complete elementary general education', and the curriculum includes: social subjects, languages (Czech or Slovak, Russian), mathematics, natural sciences, technical subjects, æsthetics, health and physical training. In their last term at school pupils are required to spend four weeks on 'manual work in some sector of the economy'.

Third-grade schools are partly compulsory and partly selective. The former group is made up of basic technical schools for apprentice artisans, factory and agricultural workers. Students attend school for one full day a week, over a three-year period. The selective schools are: technical schools (with a full-time course of less than four years) and the higher schools (full course of four years). The latter comprise both higher technical schools and gymnasia and they lead on to the institutes and faculties of university rank. Students of selective schools are required to spend four weeks each year (except the final year) working in some sector of the economy. At the conclusion of the course, students take a final State examination.

Higher education is governed by the law of 18 May 1950. All institutions in this field are placed under the administrative control and supervision of

the Ministry of Education, Sciences and Arts. A State Commission for Higher Education, nominated by the Minister, has been set up to advise the Minister, initiate measures and co-ordinate the various institutions. Two-thirds of the members of this body are drawn from the teaching profession. A separate section exercises the same functions in Slovakia.

A statute for each of the higher institutions is issued by the Ministry. The head of the institution is a rector, assisted by a council; each faculty is headed by a dean, who in turn has a faculty council.

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29. Summary of School Statistics
Number of institutions, teachers and students in 1936/37 and 1945/46

Type of education and kind of school	Institutions		Full-time teachers				Students enrolled			
			1936/37		1945/46		1936/37		1945/46	
	1936/37	1945/46	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Nursery schools	1 780	2 447	...	...	3 078	3 078	70 433	...	107 130	54 674
Primary										
Elementary	10 400	11 244	...	...	31 161	14 761	1 183 656	...	980 038	486 618
Higher	1 498	1 952	...	...	16 793	6 171	358 702	...	400 963	200 073
Secondary										
Academic	220	268	...	...	5 711	1 574	106 810	...	98 091	34 793
Teacher training										
Normal schools	46	62	...	...	625	185	7 328	...	6 603	4 171
Technical										
Agricultural	452	268	...	...	870	201	46 806	...	13 708	2 368
Commercial		178			1 787	395			31 443	14 748
Industrial and vocational, including nursing		665			4 651	2 083			54 129	26 726
Elementary agricultural and horticultural	852	1 261	...	...	4 498	1 430	40 711	...	33 962	19 710
Elementary vocational	1 610	1 409	...	...	6 386	847	121 002	...	165 884	42 220
Higher [1]										
Universities and independent faculties	...	9	...	...	1 211	...	...	...	38 835	11 184
Polytechnics	...	7	...	...	807	...	...	...	25 177	1 493
Academies of art, etc.	...	3	...	...	43	...	...	...	921	264
Special										
For exceptional children	80	130	...	...	628	254	5 344	...	8 011	3 178

Source. Office National de Statistique. *Manuel Statistique de la République Tchécoslovaque, 1948.* Prague, 22 January 1948 and *Statistical Bulletin of Czechoslovakia.* Prague, February-March, 1947.

[1] 1946/47. Number of students includes listeners.

30. Higher Education

Number of students, by branch of study, sex and nationality, in 1946/47

Branch of study	Total students	Male	Female	Foreign
Total	**60 727**	**48 834**	**11 893**	**1 371**
Theology	714	690	24	1
Law	8 615	7 245	1 370	13
Medicine and pharmacy	11 645	8 104	3 541	290
Philosophy	7 050	3 700	3 350	90
Natural sciences	2 795	2 113	682	20
Pedagogy	930	544	386	17
Veterinary medicine	855	838	17	3
Political science	1 776	1 494	282	24
Journalism	355	261	94	8
Social sciences	909	451	458	1
Engineering	1 996	1 969	27	150
Architecture	1 313	1 226	87	56
Mechanics and electrotechnics	6 047	5 999	48	387
Chemistry	2 892	2 627	265	149
Agriculture	2 068	1 887	181	45
Sylviculture	1 800	1 772	28	12
Geodesy	617	611	6	7
Statistics and insurance	354	331	23	5
Aviation and radio-technics	70	70	—	14
Commercial science	6 300	5 567	733	40
Mining and metallurgy	632	632	—	20
Fine arts	994	703	291	19

Source. Office National de Statistique. *Manuel Statistique de la République Tchécoslovaque, 1948.* Prague, 22 January 1948.
Note. The total number of students is lower than that shown in Table 29, since auditors are not included.

DENMARK

Total population
(estimate: mid-year 1949)
4 230 000

Prepared by the Danish National Commission for Unesco

LEGAL BASIS OF EDUCATION

Up to the beginning of the twentieth century the national system of education consisted of two separate worlds: (a) the elementary school, 7 to 14 years of age; (b) the secondary school, 11 to 18 years of age. The former contained the great bulk of children belonging to the middle and lower classes. The latter was frequented by a limited and exclusive number of pupils most of whom were recruited from independent preparatory schools. Only a few pupils from the elementary schools were ever transferred to the secondary stage.

A new era was, however, inaugurated in the political situation in 1901 when the liberals came into power and adopted the parliamentary system. As a consequence of this event a democratic development of the educational system began. The first step was taken in 1903 when the Higher Education Act was passed. According to this the 'middle school' was created as a link between the two worlds and the way was opened for the brightest among the elementary pupils to transfer to the new intermediate stage of the secondary school at the age of 11+, and, passing through the four-year course provided, to proceed to the senior stage, the gymnasium, with its three-year course leading to immatriculation.

The second step in the development on democratic lines was taken in 1937 when the Public Education Act was passed, drafted by the Labour Government and carried through by the left wing of the Liberals and Labour. By that reform the middle school was generalized in the urban system, so that henceforth all pupils automatically proceed from the primary stage, comprising the age range of 7 to 11+, to the secondary stage, the middle school, at 11+.

Since then the principle of 'secondary education for all' has been adopted in the statutory system of urban schools. Only in rural areas where the population is not dense enough—and it is in the majority —the old elementary system with a separate school for children between 7 and 14 and without an organic unification with the secondary stages, was maintained.

ORGANIZATION OF THE PUBLIC SCHOOL

The statutory system is graphically described by the diagram shown on page 121. A few comments may be of interest here.

Pre-schools such as nurseries, kindergartens, etc., do not belong to the national system. Such schools do exist, but they are all independent and established by private persons or bodies in the capital and some of the largest towns. Generally they are grant-aided by the Government and the municipalities. They admit children of 3 to 7 years of age, and the parents have to pay a small fee.

The compulsory education age begins at 7. The first stage of the urban system is the primary classes, comprising four or five grades. At 11 or 12 all the pupils proceed to the middle school, which is bifurcated, and consequently the children have a choice between the two branches: the academic or 'examination middle school' and the practical or pre-vocational 'non-examination middle school'. Those who apply for admission in the former have to pass a control test consisting of a written examination in the elementary subjects. The majority of these, or on an average 40 per cent of the whole year range, pass and proceed to the examination branch. At the end of the four-year course they have to pass the middle school examination at 15—or at 16 in cases where the primary course has comprised five years. Again they have a choice. They may leave the school, of course, and as the compulsory education age ceases at 14, they might have done so already, which about one-third certainly do; but if they choose to remain at school and proceed to the senior stage of the secondary school, they may either go to a one-year

course in the 'real-class' or to the three-year course in the gymnasium. At the end of the former they go in for the lower certificate, which qualifies them for the civil service or clerical posts. The gymnasium includes three streams with classics, modern languages, and mathematics and science respectively as speciality and leads to the higher certificate, which entitles the students to be immatriculated at the university and the other professional high schools.

The majority of the pupils, those who do not transfer to the academic branch, proceed to the pre-vocational or practical middle school without any testing. This line also is supposed to comprise a four-year course, but only 11-12 per cent remain beyond the limit of the compulsory age, which, as a matter of fact, does not correspond to the legal framework of the school. Consequently the authorities are not bound to set up the top class unless a reasonable number of pupils (10) apply for it.

Statistics for 1949-50 show that in the two branches of the middle school as a whole 55.3 per cent of the pupils left school at the age of 14, whereas 44.7 per cent continued. Two-thirds of the 44.7 per cent were in the examination branch, and one-third in the other.

FURTHER AND ADULT EDUCATION

Beside the above system numerous schools and courses are open for pupils desirous of further education.

NON-VOCATIONAL EDUCATION

Non-vocational further education is deeply rooted in Danish history. Even the Fundamental Education Act of 1814 contained the provision that young persons after confirmation at 14 should be offered facilities for keeping up their school learning, and since then a wide system of adult education has developed.

Evening schools are open to young persons of both sexes over the compulsory school age. Most of these schools are established by local authorities, others by associations or private persons (teachers), and according to the Evening School Act of 1942, they are entitled to support from the State if their curriculum has been approved by the local authority.

An *unskilled adolescent education* is offered to young persons who are not apprenticed to some trade. It has as its background partly the increasing industrialism and mechanization of the inter-war period, which to a great extent rendered skilled labour superfluous and created a great number of juvenile, unskilled workers; and partly a growing realization that such young persons are in need both of the moral and of the vocational support a school can give. This youth school, therefore, fulfils a double purpose. It endeavours to give the adolescents an orientation in the industrial life they have become members of, and at the same time to show them how through their work they are citizens in a community and have the rights and duties of citizens. The Act requires the courses to extend over two years and to comprise at least 180, at most 360 hours.

Private continuation schools or 'after schools', as they are called, are established in rural districts all over the country. They are open to young persons between 14 and 18 years of age. As a rule they are boarding schools providing a five-month winter course for boys and a three-or four-month course for girls. They are all private institutions owned by the principal himself or by voluntary bodies. Government grants, made by the Act of 1942, include a basic amount and additional support covering one-half of the teachers' salary and contributions towards expenditure on educational material and buildings. Moreover the Government pays maintenance allowances to the pupils.

People's high schools scattered all over the country are boarding schools for men and women over 18 years of age. As a rule they provide five- or six-month winter courses for men or for both sexes, and three-month courses in summer (May-July) for women. There are no entrance qualifications and students do not prepare for any examination. The idea is not that, after attending the courses, the students should give up the trades they hitherto followed. The great majority of the students are country people. Out of a total of 58 schools two are workers' high schools, the students of which are mostly recruited from towns. Further, one is characterized as the International High School with students and teachers from various countries.

All the people's high schools are private institutions. They aim at awakening an interest in the history and spiritual life of the people. The first one was opened in 1844 in South Jutland as a bulwark against the German penetration and during a century the growth of the schools has run parallel to that of Danish democracy and religious and social currents. They are, therefore, greatly aided by the State. The Government makes a grant to any school that has gathered a certain minimum of students; and this grant consists partly of a basic amount, partly of annual contributions to buildings (two per cent of the value) and to teachers' salary (50 per cent), and educational materials (35 per cent). Further, the State pays maintenance allowances to the students, generally covering 50 per cent of the school fees, in which is included tuition, board and lodging.

Following the principles and spirit of the people's high schools a number of agricultural schools and special small-holders' schools sprang up towards the end of the nineteenth century. They are independent institutions for adults over 18 years, and they are State-aided by the same Act as the people's high schools. They provide strictly vocational instruction but aim also to awaken the students through lectures on general subjects. The courses last from five to nine months. Closely connected with the instruction given at these schools is the agricultural training which may be offered in the evening schools all over the country, designed for young persons who have not attended any agricultural school.

Similar to these schools are the domestic science schools for adults which arose at the beginning of the present century. They are independent boarding schools and they provide both summer and winter courses of usually five months duration. They aim at giving practical as well as theoretical instruction in housework, and at the same time they try to awaken the students and refresh and widen their general education. The Government makes a grant to these schools on the same principles as those applied to the people's high schools.

A feature common to all these schools is that they are voluntary. The students may attend the schools if they like, and they may, also at will, leave them again at any time. This fact calls for considerable ability on the part of the teachers, who must know how to arouse and hold the interest of the pupils. But then the teachers have a very free hand, with no examinations and very little inspection. Teacher and students have, therefore, considerable opportunity for meeting each other and choosing new subjects and methods. This freedom has also resulted in a greater openness on the part of the schools to the mental currents of the time and a strong interaction between the life of the schools and that of the community.

VOCATIONAL TRAINING

Although the non-vocational education has a considerable bias toward professional and vocational interests, a highly elaborated and varied system of vocational schools has developed. It does not, however, belong to the public school system and is not run by the Ministry of Education. Trade and commerce are responsible for training their own apprentices, and no law enforces the setting up of any technical or commercial schools. Nevertheless such schools are scattered all over the country, erected by associations of tradespeople on their own initiative. Broadly speaking they are divided into schools for apprentices between 14 or 15 and 18 or 19 years of age, and schools or courses for further training, technological institutes of various types, technical centres and higher commercial colleges.

They are State-aided institutions. The Government makes grants covering up to 50 per cent of expenses, paid through the Ministry of Trade which also supervises the schools through directorates. Local authorities also make grants to this education, and trade unions and associations of employers co-operate in arranging and developing the necessary central institutes and individual schools. One of the institutes, the apprentice school for domestic workers in Copenhagen, has even been established by the trade union itself.

According to the Apprentice Act of 1937, the training must lead to a final examination or probation work, including a practical and a theoretical test. School attendance, at the cost of the employers, is therefore obligatory for all apprentices who have made a contract with their employers. If such a school is not available within a reasonable distance, the apprentices must sooner or later go to central institutes in a town.

EDUCATIONAL ADMINISTRATION

THE PUBLIC SCHOOLS

The national public school is a municipal institution subsidized by the Government. Consequently the supreme local authority is the municipal council, which settles all questions not under control of other authorities and which, within the limits fixed by the public Education Act of 18 May 1937, has a decisive influence on the planning of the elementary education system in the municipality.

Technical details are, however, entrusted in each municipality to an Education Committee appointed by the council. According to the Administration Act of 1949 the Committee may be assisted by a board of governors *(skolenaevn)*, elected by the parents except for one member who is appointed by the Educational Committee.

This Committee (in co-operation with the board of governors where it is elected) supervises the schools, the instruction giveu, and the way the teachers discharge their duties. It proposes school plans and curricula, chooses the texts and has the final decision in various problems concerning the daily life of the school.

Rural parishes are subject to the supervision of the county school directorate consisting of the county prefect and four members approved by the county

council. It has the chief control of schools in the rural parishes and decides on a number of educational matters. It is the connecting link between the parish council and the Ministry in all educational questions.

Urban municipalities are under the immediate control of the Ministry of Education and all educational problems that are to be decided by the Ministry are submitted by the Municipal Council. The Municipality of Copenhagen has extensive autonomy in education. It has its own school directorate, appointed by the city council, which has the rights normally possessed by the Ministry. The Ministry of Education is, however, the central and supreme authority and issues all regulations binding on the local authorities, in conformity with the powers conferred by the Acts of Education.

In keeping with democratic principles, leadership in education is thus given to laymen. The local administration, decision on vital points and supervision are in the hands of elected bodies. But at all stages professional educators are attached to the authorities.

The principal of the individual school is responsible for administration and daily routine. In urban schools he is called school-inspector, in rural schools, headmaster. The whole staff of a school constitutes the teachers' council, which elects its own chairman and is entitled to be consulted on all important questions regarding the work of the school. The teachers of all the schools of a municipality constitute a joint council with corresponding powers as to general educational matters in the area. The chairmen of the teachers' council and the joint council, at their respective levels, have a right to attend meetings of the local committee on questions about which the teachers have been consulted.

In smaller urban districts with more than one school one of the school-inspectors (principals) usually assists the Education Committee in administration and supervision. He is then called a Municipal Inspector of Education. In larger municipalities a Director of Education is appointed. He administers the whole educational system on behalf of the Committee and acts as its secretary. Both the inspector and the director as well as the principals of individual schools have a right to attend discussions of the committee and they act as advisers to the local authorities.

The county authorities similarly have their professional adviser. He is appointed by the King and is called County Educational Adviser. His job is to assist the school directorate in dealing with all the questions put before it and to supervise the schools on behalf of the directorate. Further, he must be at the disposal of the municipal authorities and the teachers whenever they want to consult him.

The Ministry of Education is divided into two departments: one for primary and popular education and the other for secondary and scientific work. The head of each department is a permanent secretary to the Minister. The two chiefs as well as the staff are lawyers, but they are assisted by a number of professional advisers, all of whom are educators. These are the two general inspectors for secondary education, and the three State advisers who deal respectively with primary education and the training of teachers, adult education and supervision of people's high schools, and liaison with foreign education. These five chief educational advisers are assisted by experts in special subjects such as physical training music, art, handwork and domestic science.

PRIVATE EDUCATION

It is a duty for the municipalities to establish public schools to the extent necessary, but no child is compelled to attend the public schools. Education is compulsory for all normal children between 7 and 14 years of age, but school attendance is not. The parents may teach their own children or they may send them to private schools if they like. Very few parents prefer to do the teaching themselves or are able to do so—not one in a thousand children is registered for 'home-education'. The number of children sent to private schools is also small. According to recent statistics only 8.3 per cent of the children frequent private schools of all types, whereas 89 per cent attend the municipal schools and 2.7 per cent the few secondary schools erected by the Government in order to provide equal possibilities for secondary education for every part of the country.

Private education may be given at all stages. Most of the schools are equivalent to rural schools. Such independent schools generally owe their origin to distinctive religious or pedagogical views. Their position is very free. As a rule they are not supervised by the local authorities, but can choose their own superviser, who, moreover, only has to see that the standard of instruction in mother tongue, writing and arithmetic is satisfactory. While other subjects must also be taught, the principal of the school is responsible for the quality of this instruction. Secondary education in private schools generally comprises the classes corresponding to the academic middle school and the real-class, but may also comprise the gymnasium. Such schools are inspected by the general inspectors and are bound to follow the regulations issued for the corresponding sections of the public schools.

The total numbers of independent schools compared with the public schools were as follows in 1947:

	State schools	Municipal schools	Private schools	Total
In the capital	11	102	31	144
In towns	20	225	89	334
In rural areas	4	3 402	259	3 665
Total	35	3 729	379	4 143

The total numbers of pupils in these schools were as follows:

In the capital	4 168	84 188	7 255	95 611
In towns	7 688	113 113	14 500	135 301
In rural areas	1 197	236 099	18 655	255 951
Total	13 053	433 400	40 410	486 863

FINANCE

The contributions by the central Government, on budget estimates for 1950, were as follows:[1]

	Danish kroner[2]
Ministry of Education:	
Central administration	1 388 450
Pre-school and primary education	94 271 107
Secondary education	31 385 209
Higher education	19 828 887
Other	62 489 038
	209 362 691
Ministry of Commerce, Trade and Nautical Affairs, and Social Care	82 840 018
Total	292 202 709

The principle is that the owner of the schools must pay the expenses and take the responsibility. But both municipal and independent schools are entitled to State aid.

The grants made by the Government to municipal schools consist of contributions to the teachers' salaries and pensions, on an average amounting to one-half of the expenditure. Besides this the State pays one-half of the administrative expenses of school directorates, the full salary of the County Educational Adviser, etc. In the present year the total grants are 94 million kroners.

The grant made to the independent schools covers up to 80 per cent of their expenditure.

[1] Source: Unesco questionnaire EDUC/67.

[2] Currently 6,906 Danish kroner = U.S. $1.

SCHOOL TYPES AND THEIR EQUIPMENT

The ordinary urban school is the multilateral type, comprising a primary department, the two branches of the middle school and the real-class. Such a school must be equipped with the appropriate number of classrooms and special rooms for physical training (with bath and changing rooms), physics and biology, handwork and domestic work. A field for games must be available, and facilities for horticulture are optional.

The rural types are either all-age schools, each covering a district of the municipality, or a centralized unit covering the whole municipality (or the greater part of it) and consisting of infant departments usually spread through the various districts of the municipality, and a centralized or consolidated post-primary school for all the children between 10 and 14 years of age. All schools in rural areas with children over 12 years must have a hall for physical training and a bath, and a changing room.

Independent schools must be of the same standard as the public schools, appropriately equipped and staffed. Only on that condition can they obtain the grants mentioned above.

STATUS AND TRAINING OF TEACHERS

The teachers for the infant schools in rural districts are female and are trained in a two-year course at special colleges. Teachers for the higher grades of the rural schools and for the multilateral urban schools are trained in training colleges with a four-year course. Students are admitted to the colleges at 17 years of age (probably to be raised to 18 before long), on the basis of the higher school certificate or—if passed with credit—a lower school certificate.

If the applicant has not passed any of the corresponding school examinations he has to attend a preparatory class and pass an appropriate examination.

At present a shorter emergency training has been established, extended over two and a half years, but open only for students who have passed the higher school examination with credit. In a recent year, of a total of 609 entrants to the training colleges 83 had passed the higher school examination, 144 the lower, while the rest had attended the preparatory class.

The training colleges, 20 in all, are either State colleges (eight) or independent institutions, erected by individual persons or bodies and subsidized by the State.

The curriculum includes general subjects: Danish,

literature, history, geography, biology, physics, mathematics, arithmetic, religion, and at least one foreign language (generally English). Further special subjects are: physical training, woodwork, needlework, music, art and domestic science. Finally there are professional subjects: principles and methods of education, psychology and teaching practice. Each student in the two senior classes must select a special topic for more intensive work for five hours a week.

Further training in selected subjects is given at the Teachers' High School in Copenhagen, a State institution with affiliated courses in some of the big towns in the provinces. They provide short refresher courses and extension courses lasting one, two or three years (part-time and full-time) for teachers who want to qualify in foreign languages, mathematics, physics and the general subjects for the academic middle school and the real-class. Similar courses are given in domestic science, woodwork, needlework, music and physical training.

For teachers in the gymnasium school the normal qualification is the university degree or M.A.; the course of study in the faculty of arts and philosophy takes on an average seven years and comprises a main subject and a subsidiary subject. The faculty of science grants degrees in mathematics-physics (five years) and in natural science (six years). In addition all graduates have to take a course in practical teaching and school hygiene extending over one term (six months).

Vacancies in rural schools are advertised by the county directorate, in urban schools by the town council. The Education Committee nominates three candidates among the applicants, and from these the appointing authorities have to make their choice. If one of the candidates is unanimously nominated, the appointing authority is bound to appoint him, provided he is possessed of the necessary qualifications.

In the country the appointing authority is the school directorate of the county; in towns the municipal council with the Minister's approval, and in the capital the school directorate.

Vacancies in the headmastership of urban schools are advertised by the Ministry, and among the applicants the local Education Committee nominates five candidates, from whom the King on the Minister's recommendation selects the one who is to be appointed.

Dismissal of teachers is the responsibility of the Ministry, as is the payment of pensions. In case of conflict between a teacher and the parents, and provided the Education Committee and the municipal council by a majority of three-quarters at a joint meeting vote for his dismissal, the question is inquired into by a committee consisting of the Prefect of the county, a representative appointed by the Ministry and another selected by the county council. This committee decides whether the teacher is to remain in office or be dismissed, either on a retired allowance or on pension.

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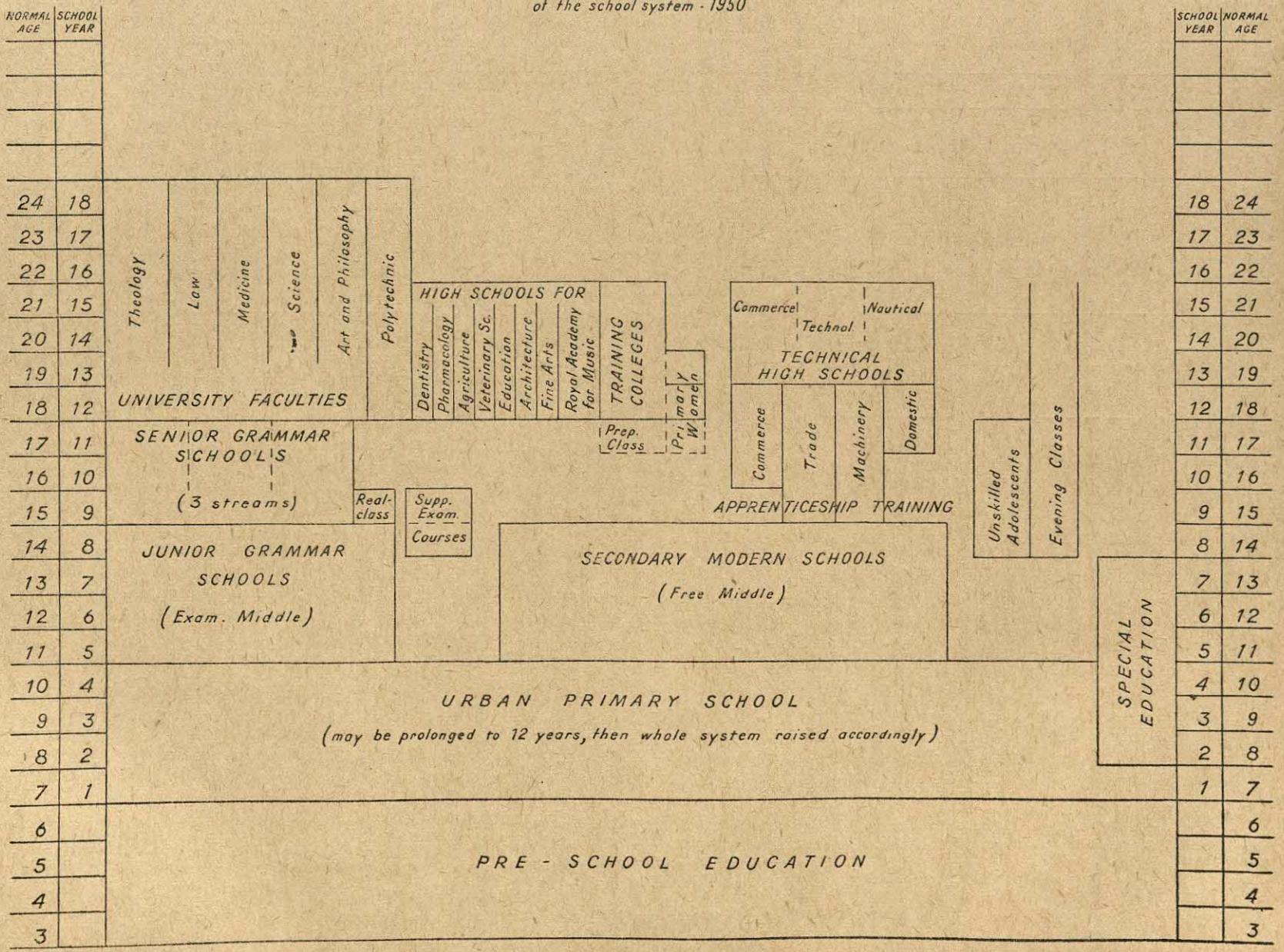
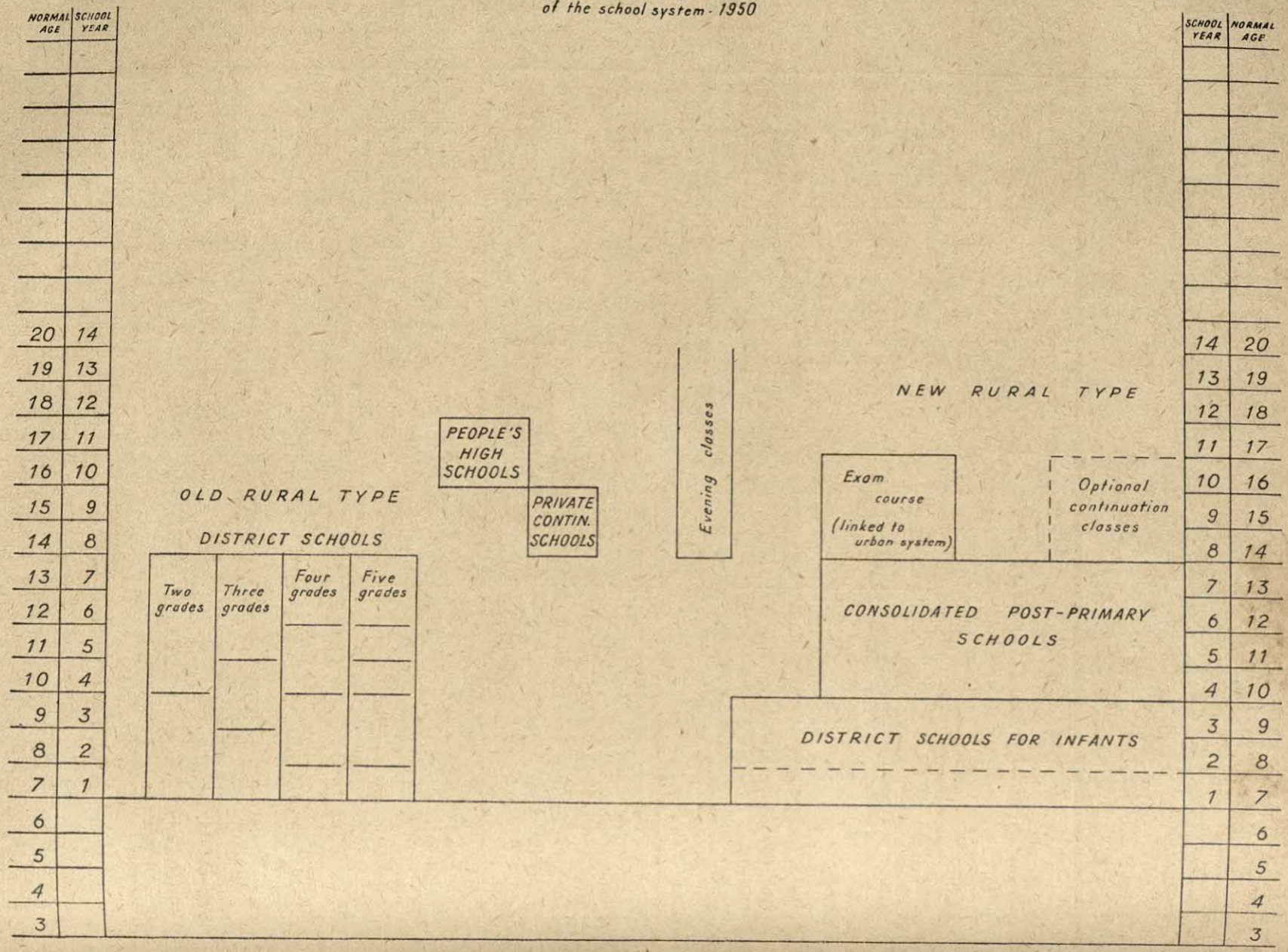
DENMARK (Urban System)

Diagram of the organization of the school system - 1950



DENMARK (Rural system)

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Nursery schools, Froebel or Montessori *(Frøbel-Børnehaver, Montessori-Børnehaver)*	3 or 4	3 or 4	Home	—
Primary Education				
Rural infant district schools *(Forskoler)*	7	3	Home or nurseries	—
Rural all-age schools 2, 3, 4 or 5 grades *(Landsbyskoler)*	7	7	Home	Internal assessment
Post-primary rural schools *(Hovedskoler)*	10	4	Infant district schools	Internal assessment
Urban primary classes with 4 or 5 grades	7	4 or 5		
Secondary Education				
Non-examination middle school *(Examensfri Mellemskole)*	11 or 12	3 or 4	Urban primary schools	Internal assessment
Examination middle school *(Examensmellemskole)*	11 or 12	4	Urban primary schools	External examination with certificate
Real-class, one-year course *(Realklasse)*	15 or 16	1	Examination middle	External examination lower certificate
Supplementary examination course *(Examenskursus)*	14 or 15	2 or 3	Rural schools, top class	External examination lower certificate
Gymnasium *(Gymnasium)*	15 or 16	3	Examination middle schools	External examination higher certificate
Higher Education				
(a) Non-degree-granting colleges:				
Training colleges for infant teachers *(Forskoleseminarier)*	18	2	Preparatory class	Infant-teacher's certificate
Training colleges for public teachers *(Laererseminarier)*	17	4	Real-class, gymnasium Preparatory class	Teacher's general certificate
Teachers' high school *(Laererhøjskolen, Statens)*	any age	1, 2 or 3	Training colleges	No examination, only a general certificate
High school for physical training *(Gymnastikhøjskolan, Statens)*	any age	1	Immatriculation or training colleges	External examination diploma
High school for woodwork *(Slojdlaererskolen)*	any age	4 months	Training colleges	External examination diploma
High school for music *(Musikkonservatoriet)*	—	3 years	Immatriculation, training colleges	External examination diploma
People's high school *(Folkehøjskoler)*	18	3 or 6 months	Rural schools or continuation schools	No examination
Agricultural schools *(Landbrugsskoler)*	18	4 or 9 months	Rural schools or continuation schools	No examination
Domestic science schools *(Husholdningsskoler)*	18	4 months	Rural schools or continuation schools	No examination
Technological institutes *(Teknologiske Institutter)*	18	varies	Apprentice schools	Probation work
Military college for officers *(Officersskolen)*	20	1—2 years	Immatriculation or prep. class	First lieutenant
(b) Degree-granting colleges and higher technical and professional schools:				
University *(Universitet)*	18	5—7 years	Gymnasium	M.A./M.Sc./Dr. phil., med., jur. etc.
Technical high school for engineering *(Polyteknisk Højskole)*	18	5—7 years	Gymnasium	Civil engineer, Dr. Techn.
Dental high school *(Tandlaegehøjskole)*	18	4 years	Gymnasium or preparatory class	Dentist diploma, Dr. dent.

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
High school for pharmacology *(Pharmaceutisk Højskole)*	18	4 years	Gymnasium or preparatory class	Pharmaceutical candidate: cand. pharm. diploma
Agricultural high school *(Landbohøjskolen)*	18	2 or 3 years	Gymnasium or preparatory class	Cand. agr.
Veterinary high school *(Dyrlaegehøjskolen)*	18	5 or 6 years	Gymnasium or preparatory class	Cand. vetr., Dr. vetr.
Higher commercial school *(Handelshøjskolen)*	18	4 years	Gymnasium or *realklasse*	External examination
High school of fine art *(Kunstakademit)*	18	6 years	Technical schools	Diploma

31. Age and Sex Distribution of Population within the age range of compulsory education in 1948/49

Age in years	Total population in school age			Percentage of population in school age					
				By sex for each age			By age for each sex		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
All ages	**458 800**	**225 700**	**233 100**	**100.0**	**47.0**	**53.0**	**100.0**	**100.0**	**100.0**
7	75 500	37 100	38 400	100.0	49.2	50.8	16.4	16.4	16.4
8	66 400	32 600	33 800	100.0	49.0	51.0	14.5	14.4	14.5
9	66 200	32 600	33 600	100.0	49.2	50.8	14.4	14.4	14.4
10	64 000	31 300	32 700	100.0	48.9	51.1	13.9	13.9	14.0
11	63 900	31 500	32 400	100.0	49.3	50.7	13.9	13.9	13.9
12	61 900	30 600	31 300	100.0	49.4	50.6	13.5	13.5	13.4
13	60 900	30 000	30 900	100.0	49.2	50.8	13.3	13.2	13.2

Source. Unesco questionnaire EDUC/67.

32. Summary of School Statistics
Number of institutions, teachers and students enrolled in 1937/38 and 1947/48

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1937/38		1947/48		1937/38		1947/48	
	1937/38	1947/48	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Crèches and nurseries, private	...	431	...	...	...	...	...	...	20 065	...
Primary										
Primary, public [1]	3 679	3 472	[2]14 683	[2]5 600	[2]16 642	[2]6 480	390 224	...	388 896	...
Primary, private [3]	425	256	1 276	697	738	422	17 653	...	12 358	...
Secondary										
Secondary, public [4]	241	292	...	...	...	...	48 893	...	57 557	...
Secondary, private [5]	127	123	1 321	671	1 327	648	23 135	...	28 052	...
Teacher training										
Normal, for primary teachers	...	20	...	...	...	...	1 813	702	2 524	1 048
Normal, for infant teachers	...	3	...	...	...	...	73	73	67	67
Institute of physical education	1	1	...	...	...	...	93	52	94	71
Teachers' training college	1	1	...	...	...	...	317	148	402	148
Domestic training teachers' colleges	...	3	...	...	...	...	128	128	179	179
Vocational and technical										
Commercial apprentice	...	198	...	...	...	...	18 146	7 039	33 530	14 928
Technical apprentice [6]	...	340	...	...	...	...	43 183	2 676	53 005	6 097
Mechanics apprentice	...	12	...	...	...	...	762	—	839	—
Nautical	...	10	...	...	...	...	518	2	386	10
People's high schools	57	55	...	...	...	...	5 802	2 898	7 248	4 281
Agricultural	20	25	...	...	...	...	2 008	216	2 376	175
Domestic science	19	31	...	...	...	...	1 610	1 610	2 400	2 400
Higher										
Universities [7]	2	2	...	...	332	...	5 767	1 141	7 311	1 691
Higher professional schools [8]	5	5	...	...	248	...	3 093	390	5 734	918
Schools of fine arts [9]	3	3	...	...	16	...	573	179	860	228
Special										
Homes for the blind	...	6	...	...	...	...	...	...	312	...
Asylums for deaf-mutes	...	6	...	...	...	...	...	...	396	...
Homes for crippled children	...	2	...	...	...	...	...	...	595	...
Homes for epileptics	...	3	...	...	...	...	...	...	813	...
Asylums for imbeciles	...	16	...	...	...	...	...	...	14 504	...

Source. Unesco questionnaire EDUC/67; additional data from: Statistiske departement *Statistisk Aarbog/Annuaire Statistique* Copenhagen, 1939 and 1949.

1 All district schools, rural and urban, plus all urban middle schools not preparing pupils for examination.
2 Including teachers in public secondary schools.
3 Not preparing pupils for examination.
4 State schools, urban middle schools preparing for examination, plus *realklassen* and gymnasia.
5 Preparing pupils for examination.
6 Including night schools.
7 Universities of Copenhagen and Arhus.
8 The Polytechnic Institute, schools of veterinary medicine and agronomy, dentistry, pharmacy, commerce.
9 Academy of Fine Arts, Royal Conservatory of Music, Jutland Conservatory of Music.

DOMINICAN REPUBLIC

Total population
(estimate: mid-year 1949)
2 277 000

Based on data supplied by the Secretary of State for Public Instruction and Fine Arts

ADMINISTRATION

The Secretary of State for Public Instruction and Fine Arts heads the National Board of Education, which is composed of four members appointed by the President of the Republic. The National Board of Education is responsible for the creation and organization of educational institutions at all levels, for study plans, curricula, the granting of diplomas and the status of teachers. It maintains both administrative and technical control of the educational system.

For administrative purposes the country is divided into four departments, each of which is headed by an educational supervisor *(intendente de enseñanza)*. The departments are in turn divided into school districts, the primary schools of which are under the control of a school inspector. The heads of secondary schools and normal schools are directly responsible to the departmental supervisor.

The Republic's educational establishments may be classified as public, semi-public and private. The public institutions are completely State-controlled; the semi-public establishments receive assistance which covers a portion of their expenses.

ORGANIZATION OF THE SCHOOL SYSTEM

PRE-SCHOOL EDUCATION

There is a nursery school in the capital and a great number of private schools possess kindergartens. At present the creation of official nursery schools is contemplated.

PRIMARY SCHOOLS

A distinction should be made between rural and urban primary schools.

Rural primary education includes emergency schools *(escuelas de emergencia)* which provide two years of instruction, and elementary schools *(escuelas rudimentarias)*, which provide three classes. Both admit pupils at the age of 7 years. The emergency schools were created with a view to combat illiteracy.

In urban areas, primary education includes two types of establishments: literacy schools, with a two-year course and an entrance age of 6 or 7, and primary schools of several grades *(escuelas graduadas)*, with a course lasting six years. There are also primary schools attached to normal schools.

The emergency schools and literacy schools give a literacy certificate, the primary schools a primary school-leaving certificate and the rural elementary schools a rural school-leaving certificate.

On completion of primary school studies, pupils are admitted to intermediate school *(la enseñanza intermedia)*, which may be considered as an equivalent of higher primary instruction (two years of studies).

SECONDARY AND TEACHERS' EDUCATION

Secondary instruction and training for prospective teachers are given in the same institutions, called *escuelas secundarias y normalistas*. The courses are identical for the first three years. During the fourth year, special courses are taken with a view to obtaining the bachelor's diploma or that of teacher in primary or secondary education. Pupils are 14 or 15 years old on admission to the secondary and normal school. They must hold a school-leaving certificate (after eight years of primary and intermediate school attendance) or take an entrance examination.

The evening normal school, limited to students who are unable to take courses during the day, prepares for the baccalaureate.

Teachers in secondary schools and normal schools hold a diploma from one of the above schools, together with a university degree or at least one year

of practice teaching in a primary school. The teachers who give the fourth year instruction are often university professors.

Rural school teachers are trained in the rural normal school (two years of instruction).

The national school of physical education prepares teachers of gymnastics.

VOCATIONAL EDUCATION

The Dominican Republic has a certain number of vocational schools *(escuelas vocacionales);* schools of home economics, printing, handicrafts *(escuelas de artes manuales)*, arts and trades *(escuelas de artes y oficios)* which train carpenters and cabinet-makers, girls' vocational schools (dressmaking and embroidery), and commercial schools which award certificates in shorthand-typing, accounting and parliamentary shorthand-typing.

In the field of artistic education, there are a National School of Fine Arts which gives specialized training in painting and sculpture, a National Conservatory of Music and Elocution (piano, violin, bass-viol, cella, elocution) and an Elementary School of Music (solfeggio and musical theory).

Institutions of higher education should be noted also. The Advanced School of Auditing awards the title of bachelor of commercial science after a three-year course and the title of auditor after four years. In military training the Cadet School *(escuela de cadetes)* and the school of aviation (two years of training) award diplomas of bachelor in military science, ground or air.

UNIVERSITY EDUCATION

The University of Santo Domingo, founded in October 1538, is administered by a president appointed for four years by the President of the Republic and by a university council composed of the president, vice-president, faculty deans and the secretary-general of the University. Each faculty is headed by a dean whom his faculty colleagues elect by secret ballot for a two-year period.

The University has six faculties: philosophy (3 years), law (5 years), medicine (6 years), pharmacy (4 years), odontology (4 years) and exact sciences (5 years). Each of these faculties includes one or several specialized schools.

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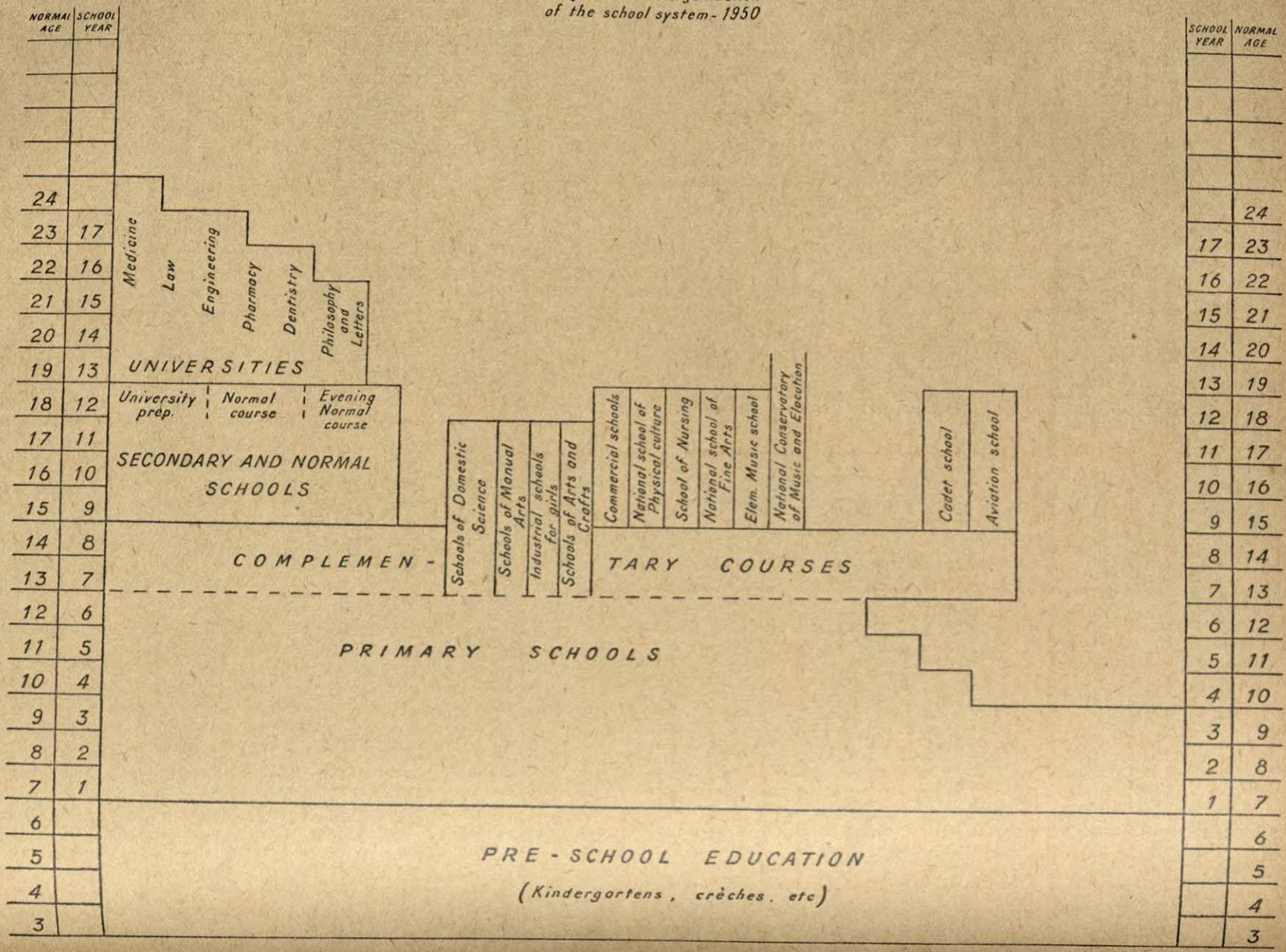
DOMINICAN REPUBLIC

Diagram of the organization of the school system - 1950



33. Summary of School Statistics
Number of institutions, teachers and students in 1949/50

Type of education and kind of school	Institutions	Teachers		Students enrolled	
		Total	Female	Total	Female
Pre-School [1]					
Kindergartens, public	1	5	2	...	...
Primary [1]					
Rural 'emergency' schools, public [2]	1 204	1 345	1 006	67 729	31 787
Rural primary, public	883	1 081	734	92 172	44 049
Primary grade schools, public	112	1 483	1 166	58 127	29 659
Intermediate schools, public	4	41	21		
Rural primary, private	10	16	8	698	320
Primary grade schools, private	67	222	156	6 395	3 098
Primary grade schools, semi-official	28	...	...	4 822	3 733
Schools for illiterates	190	191	120	5 789	1 483
Secondary and Teacher training					
Secondary and normal, public	17	310	195	5 764	2 488
Normal night schools, public	1	6	4		
Rural normal schools, public [3]	1	6	4	94	78
Normal schools, private and semi-official	25	92	46	880	537
Technical					
Vocational	116	345	237	8 262	4 558
Higher commercial	2	18	4		
Higher					
Universities	1	112	104	1 976	348

Source. Unesco questionnaire EDUC/67.
Note. Data refer to full-time institutions, teachers and students.

[1] Most private primary schools include kindergarten divisions.
[2] Two-year elementary courses in rural districts established in 1941 in order to intensify the campaign against illiteracy.
[3] Recently established.

ECUADOR

Total population[1]
(estimate: mid-year 1949)
3 404 000

Prepared by the National Commission for Unesco, Quito

The Constitution now in force in Ecuador defines certain features of education which are characteristic of the country. Education is free when it conforms to republican principles and institutions. Primary schooling, public or private, is compulsory for all children between 6 and 12 years of age.[2] Public education is non-sectarian in that the State neither teaches nor attacks any religion. Moreover, the State is required to respect the rights of heads of families to give their children the instruction which they consider suitable. Municipalities may grant certain subsidies to free private education.

The Constitution states also that primary and vocational education are free of charge, if official in character, and that universities are independent.

LEGAL BASIS

The law governing public education gives expression to constitutional provisions which, with certain variations, have existed in the different Constitutions since 1895. However, the specific law relating to nursery, primary, secondary and higher education is of fairly recent date, 27 January 1938, and has undergone certain changes since first enacted. Its principal articles deal with the general lines of education and with its four levels—nursery, primary and advanced primary, secondary and higher—and also with administrative organs, compulsory education, private schools, experimental schools, education authorities, teachers and special education.

The new Secondary Education Law was ratified by the Constituent National Assembly on 28 August 1946. It deals with the objectives of secondary education, with the organization of high schools, the duties and responsibilities of teachers and educational authorities. It discusses also the school system, private establishments, medical services and the income of high schools.

The Higher Education Law contains provisions guaranteeing the autonomy of universities.

The Law on Promotions and Salaries establishes a scale of 10 categories within which teachers are placed according to their diplomas and years of service; the categories themselves indicate the salaries which teachers may receive and, to a certain extent, the posts which they may hold. The same law states the grounds on which teachers may be transferred, suspended or dismissed.

ADMINISTRATION

Except for certain schools which are under the Ministries of National Defence and of Social Welfare and Labour, the Ministry of Public Education[1] is responsible for the administration of public education *(enseñanza fiscal)* and for the inspection of municipal and private education (that is, school inspection and enforcement of the ruling that a municipality devote 10 per cent of its income to education).

The Ministry of Public Education includes:

1. The Office of the Minister.
2. The Under-Secretary's office.
3. The General Education Division (technical department) containing the following sections: (a) nursery and primary education; (b) secondary and higher education; (c) technical education; (d) physical education; (e) diffusion of culture and publication; (f) educational research; (g) mobile service for the extension of culture (SAREC).

[1] Excluding the provinces of Napo Pastaza and Santiago Zamora and the Galapagos Islands.

[2] In practice, it is not possible at present to apply this principle to the fullest extent.

[1] The Law of 1946 authorizes the provincial councils to create and administer educational establishments, but the State reserves the right of inspection and the right to control the financial provision mentioned above.

4. Administrative department including the following sections: (a) Staff and statistics; (b) general and legal; (c) budget; (d) school materials and furnishings; (e) archives; (f) library.

Ecuador contains 17 provinces (plus the Archipelago of Galapagos) divided into 70 cantons which are made up of 533 municipalities. In each of the 10 provinces of the Sierra and in the five coastal provinces, the responsibility for control and supervision of nursery and primary education rests with a provincial Director of Education and a body of school inspectors varying according to the size of the province and the number of schools therein. Each of the two eastern provinces has two inspectors.

The inspectors of primary education are expected to guide and control their schools; while responsible to the provincial director, they are required also to send quarterly reports to the Ministry.

The supervision of secondary education is in the hands of three inspectors who send a report to the Ministry after each visit to a school. There is also an inspector responsible solely for technical education.

ORGANIZATION OF THE SCHOOL SYSTEM

NURSERY SCHOOL EDUCATION

All the provincial capitals as well as the larger municipalities have kindergartens where, in most cases, the teachers have received special training. Considerable emphasis is placed on the principles of Froebel, Montessori and Decroly, and teaching methods are based on centres of interest. At the present time, the kindergartens contain two sections, one for pupils from 4 to 5 years of age and the other for those from 5 to 6 years.

PRIMARY EDUCATION

In the chief towns of provinces and cantons there are complete primary schools with six grades, each representing one year of study. In each rural school there are usually only one or two teachers and three or four grades, which implies a more intensive curriculum than that of urban schools. During the first two grades, instruction is based on centres of interest; in the following years subjects are differentiated, but there is a marked tendency towards 'units of work'. A few primary schools in Quito and Guayaquil have an experimental character, and here modern methods of teaching are being tried out. A number of advanced primary schools still exist, but they are decreasing. They are attended by pupils who have completed the primary school and have not sufficient opportunity for secondary studies. The courses cover a two-year period. City schools of this category offer professional training as well as certain general courses, while advanced primary schools in the country are farm schools where pupils board in.

SECONDARY EDUCATION

The high schools give a six-year course terminated by examinations. Successful candidates receive the title of bachelor. There are four types of high school: modern studies *(humanidades modernas)*; classical studies *(humanidades clásicas)*; school of education, or normal school; technical school.

The subjects taught in the first three types of school are divided into two groups: basic studies and optional studies. The optional courses allow high schools to adapt the curricula to their special interests and resources.

The modern studies are similar for all pupils, but in the fifth and sixth years students must choose as a field of major interest one of the following: literature and philosophy; physics and mathematics; chemistry and biology.

Schools of classical studies provide a general culture including the study of Latin and Greek.

In the schools of education, the first four years resemble those given in classical studies, but for the fifth and sixth years the future urban school teachers concentrate on studying the theory and practice of education.

TECHNICAL EDUCATION

The technical schools, according to the law of 29 December 1947, must direct their activities within the limits established in the official programme of studies. Two main types may be distinguished:

Technical Schools of Industrial Arts

Pupils are admitted after the primary school. Vocational training given in these schools is of industrial, agricultural or commercial nature and prepares pupils for the corresponding professions or trades.

The titles which may be earned are *Maestros* (artisans who have received diplomas) after three years of studies and *Prácticos* (skilled workers) after four or five years of studies and apprenticeship. The schools of commercial character train typists (three years of study), junior accountants or shorthand-typists (four years of study), and, lastly, senior accountants and secretaries (five years of study).

Technical Colleges

Education in these schools has the threefold aspect mentioned above—industrial, agricultural and commercial. Students are admitted after primary school education. Courses cover a six- or seven-year period, after which the student may receive the title of 'technician' (i.e., chemical technician, furniture technician, radio technician, etc.) or of 'bachelor' in the technical field concerned (e.g., electricity, agriculture, commerce and administration, etc.).

Besides their own course, the technical colleges can also set up all the courses given in the schools of industrial arts. The number of technical colleges is limited, for installations, workshops, machines and laboratories involve heavy expenditures. However, pupils who have begun their studies in the industrial arts schools may, if they so wish, complete them in the technical colleges. In the general subjects taught, an attempt has been made to offer uniform courses for the first three years in all types of secondary schools, so that students may transfer easily from one type of school to another. For workers already employed, there are evening courses attached to the two types of technical school. These courses last two or three years, after which the students receive the diploma appropriate to some craft (i.e., carpenter, plumber, mason, etc.).

TEACHER TRAINING

Teachers for rural primary schools are trained in the rural normal schools which provide four years of study after the primary school and give the 'rural school teacher' certificate. The professional training and orientation given are planned to correspond to local conditions.

The training of teachers for city primary schools takes place in the normal school, which confers the 'Bachelor of Education' certificate as indicated above.

Women in training for positions as kindergarten teachers prepare likewise in the normal school but, in the last year of training, they concentrate on practice teaching in the kindergarten attached to their institution.

For those who complete a four-year course of study, the universities of Quito and of Guayaquil offer the 'teacher of secondary education' certificate in various subjects.

HIGHER EDUCATION

The universities of Quito, Guayaquil, Cuenca and Loja provide instruction on the highest level. There is also a Catholic university, founded at Quito in 1946 and including faculties for jurisprudence and economics. The law on higher education grants the universities autonomy in their administration and in the organization of their courses.

The universities (of which Quito and Guayaquil are the most important) comprise faculties, schools and institutions with their own statutes and regulations. There are the following faculties in the University of Quito, for instance:

1. Jurisprudence, social sciences and economics, with the Schools of Law and of Political Science (1809), Economics (1942), and the Institutes of Criminology, Economic Research (1949), International Law (1949), and, lastly, the Bureau of Legal Services and the Seminary of Ecuadorian Social Studies.
2. Medical sciences, with the Schools of Medicine and Surgery (1827), Odontology (1917), Obstetrics (1940), Nursing (1942) and the Institute of Anatomy.
3. Mathematics, physics and natural sciences, with the Schools of Engineering (1874), Chemistry and Pharmacy (1827), Architecture and Town Planning (1932) and the Botanical Institute.
4. Agronomy and Veterinary Medicine, with the Schools of Agronomy (1931) and of Veterinary Medicine (1936).
5. Philosophy, Letters and Education, with the Schools of Pedagogy, Journalism (1946) and the Language Institute (1949).

Finally, mention should be made of the School of Fine Arts (1906) and the Conservatory of Music (1900), which are attached to the University. The National Polytechnical School belongs likewise to the field of higher education.

ADULT EDUCATION

Of first importance is the literacy campaign organized by the National Union of Journalists (UNP, *Unión Nacional de Periodistas)* which is active in the Andes and eastern regions and by the LAE group *(Liga Alfabetizadora de Enseñanza)* which is responsible for the coastal region and the Galapagos Archipelago.

A programme for education of the rural population is carried on through the Travelling Rural Service of Cultural Extension (SAREC) organized in May 1950.

The Ministry of Education conducts night schools

in the chief towns of provinces and cantons, where beginners' courses in Spanish, arithmetic, geography and history are given.

Moreover, besides its schools for young delinquents and abandoned children, the Ministry of Social Welfare and Labour has organized continuation courses of workers' education, with these aims: to give permanent effect to learning acquired in the primary school; to raise the cultural level; to provide more intensive study of certain subjects, with a view to improved technical training; and to develop more fully the workers' personality and spirit of initiative, through well-directed artistic, social and physical education.

PRIVATE SCHOOLS

The State authorizes the existence of private schools provided that they have adequate premises and school equipment and the necessary number of certified teachers. In the country there are numerous private educational establishments, many of which are run by Catholic monks or by Protestants. Every private institution must make use of official plans and curricula and is subject to the control of the Ministry of Education.

YOUTH MOVEMENTS

Some schools sponsor Scout activities, while the Ecuador Federation of University Students (FEUE) has members in the four neutral universities.

SPECIAL PROBLEMS AND PRESENT TRENDS

The following problems have been discussed and studied during recent years:

1. The accurate definition of the function of the Ecuadorian school, within the framework of the nation's historical background.
2. The reorganization of education, basing it on present social conditions, the experience of national educators and the most approved trends of present-day educational theory.
3. The need to construct comfortable and healthy school buildings, as well as new primary schools to house more than 200,000 children who are at present deprived of education.
4. The training of 5,000 new school teachers.
5. The extension of the literacy campaign.

Among recent accomplishments are:

1. The reorganization of technical education, the aims of which have been extended to include such training for workers and technicians as will enable them to understand not only their specialities but also their individual problems and those of the nation.
2. The development of physical education in schools and colleges, with the procurement of national norms and directives to make the programme more efficient.
3. The widening of the activities and influence of the rural school, with a view to create thus a school for the community. The experiments carried out by the Rural School Nuclei *(Nucleos rurales escolares)* have given encouraging results.
4. The creation of the Department of Educational Research, in order to give a more scientific foundation to the pattern of education.
5. The preparatory study of a new draft 'Organic Law of Education'.

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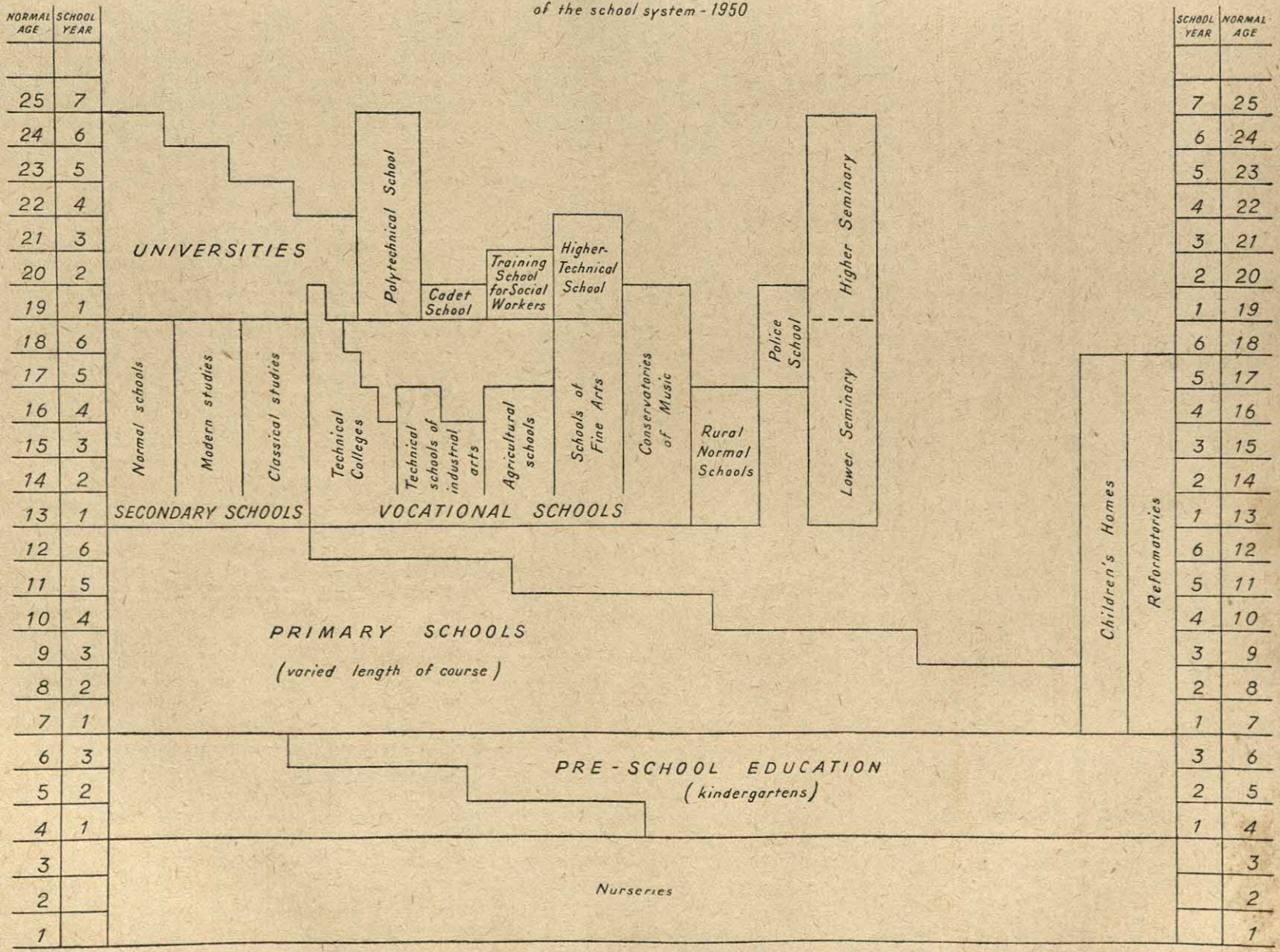
ECUADOR

Diagram of the organization of the school system - 1950



Designed by: Ermel N. Velasco . Jefe de Estadistica y Escalafon

Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Crèches	3	3		
Kindergartens	3	3		
Primary Education				
Primary schools	7	6	Home or kindergarten	Primary school certificate
Primary sections of secondary schools	7	6	Home or kindergarten	Primary school certificate
Primary schools not leading to secondary education	8	2, 3, 4 or 5	Home or kindergarten	—
Secondary Education				
Secondary schools				
Modern studies	13	6	Primary schools	Certificate of 'bachelor', *bachiller*
Classical studies	13	6	Primary schools	Certificate of 'bachelor', *bachiller*
Technical colleges *(escuelas técnicas del segundo grado)*	14	3—7	Primary schools	Certificates of *práctico*, *Técnico*, *bachiller*
Schools of Industrial Arts	13	3—4	Primary schools	Certificates of *maestro*, *práctico*, *mecanógrafo*, etc.
Agricultural schools *(escuelas del 2º grado con orient. agrícola)*	13	5	Primary schools	Certificate of *práctico*, *agrónomo*, etc.
Schools of fine arts	13	6	Primary schools	Certificate, *profesor de pintura*, etc.
Conservatory	13	6—7	Primary schools	Certificates and diplomas
Schools of education *(escuelas del 2º grado de ciencias de educación)*	13	6	Primary schools	Certificate of *bachiller*
Rural normal schools	13	4	Primary schools	Certificate of *profesor normalista rural*
Military schools	16	4	3rd year of secondary school	*Bachiller* and sub-lieutenant
Police schools	20	3	4th year of secondary school	2nd sub-inspector
Higher Education				
(a) Non-degree-granting colleges:				
Polytechnical school	18	6	General certificate of *bachiller*	Diploma of technical engineer
Higher technical school	18	3	General certificate of *bachiller*	Diplomas in engineering, administration, etc.
Schools for social service	18	2	General certificate of *bachiller*	Diploma of social worker
(b) Degree-granting colleges and schools:				
Faculties of				
Law	18	6	General certificate of *bachiller*	Degrees of *licenciado*, *abogado*
Economics	18	5	General certificate of *bachiller*	Degrees of *licenciado*, *doctor*
Medicine	18	7	General certificate of *bachiller*	Degrees of *doctor en medicina y cirugía*
Nursing	18	3	General certificate of *bachiller*	Degree of *enfermera*
Obstetrics	18	5	General certificate of *bachiller*	Degree of *obstetriz*
Dentistry	18	5	General certificate of *bachiller*	Degree of *licenciado*, *doctor*
Chemistry and pharmacy	18	5	General certificate of *bachiller*	Degree of *licenciado*, *doctor*
Medicine-veterinary	18	5	General certificate of *bachiller*	Degree of *doctor en medicina veterinaria*
Engineering	18	6	General certificate of *bachiller*	Degree of *ingeniero civil doctor en ingeniería*
Agronomy	18	5	General certificate of *bachiller*	Degree of *arquitecto urbanista*, *ingeniero agrónomo*
Pedagogy	18	5	General certificate of *bachiller*	*Profesor de enseñanza secundaria*, *doctor*
Journalism	18	3	General certificate of *bachiller*	*Periodista*

34. Summary of School Statistics
Number of institutions, teachers and students in 1936/37 and 1948/49

Type of education and kind of school	Institutions		Teachers [1]				Students enrolled [2]			
			1936/37		1948/49		1936/37		1948/49	
	1936/37	1948/49	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School [3]										
Kindergartens, public	21	55	...	...	194	190	2 818	1 417	6 876	3 670
Kindergartens, private	13	10	...	...	14	14	656	352	503	279
Primary										
Primary "A", public [4]	2 292	2 577	[6] 4 090	[6] 2 612	3 074	2 304	149 068	59 900	124 301	57 346
Primary "B", public [5]		478			2 682	1 589			82 859	34 291
Primary secondary sch		10			79	41			2 152	1 279
Primary "A", private [4]	288	182	[6] 953	[6] 631	308	236	32 750	18 027	9 255	4 336
Primary "B", private [5]		223			1 367	867			46 930	25 038
Secondary										
Secondary, public [7]	17	29	403	...	839	159	4 944	1 180	10 239	3 489
Secondary, private [8]	36	36	567	188	154	26	1 139	176	5 189	1 816
Junior seminaries, private [9]	...	6	...	...	38	—	...	...	341	—
Teacher training										
Secondary schools of education [10]	4	10	157	...	206	88	1 516	815	1 736	1 072
Rural normal, public	6	8	42	...	80	22	407	201	516	230
Technical										
Secondary technical, public	7	7	160	...	126	9	662	...	547	46
Secondary agricultural, public	...	1	...	...	7	—	...	...	37	—
Secondary industrial [10]	48	50	659	...	657	322	4 686	...	3 371	2 436
Fine arts and music, public	3	6	75	14	88	18	766	483	795	439
Military and police schools	...	2	...	...	55	—	...	...	198	—
Higher technical [11]	1	2	...	...	18	—	...	...	105	7
Schools of social service	—	2	—	—	22	10	—	—	70	65
Senior seminaries [12]	...	4	...	...	23	—	...	...	155	—
University education										
Universities [13]	4	5	273	...	411	7	1 233	174	4 142	596
Special education										
Re-education of minors	...	6	...	...	42	17	...	...	659	383

Source. Unesco questionnaire EDUC/67.

1 For 1948/49, there were also 800 (513 female) part-time teachers in public and 299 (186 female) in private primary and secondary schools, and 2 male part-time teachers in higher education.

2 Total enrolment less withdrawals (*concurrentes*).

3 In addition, there were in 1948/49, 8 nurseries (*casas cunas*) with 370 children enrolled, and 2 nursery schools (*casas maternales*) with 400 children enrolled.

4 Primary schools not leading to admission into secondary.

5 Primary schools leading to admission into secondary schools.

6 Including teachers in kindergartens.

7 Secondary schools of modern studies (*humanidades modernas*), and secondary schools with commercial sections.

8 Secondary schools of modern studies and of classical studies (*humanidades clásicas*), and those with commercial sections.

9 Preparatory training for the priesthood.

10 Public and private.

11 The *Politécnica* and the *Instituto Técnico Superior*; the former was part of the Central University in 1936/37, the latter was of recent creation.

12 Including the Coristado de San Pablo with 7 teachers and 24 students.

13 The national universities of Guayaquil, Cuenca, Loja, and the Central University of Ecuador at Quito; for 1948/49, also including the Catholic University of Ecuador, established in 1946, with a faculty of law, served by 18 male teachers and enrolling 60 students, all male.

35. Age Distribution of Students in all types of schools, public and private, in 1948/49

Age in years	Students enrolled	
	Number [1]	Percentage by age
All ages	**338 060**	**100.0**
Under 6	7 646	2.3
6	27 769	8.2
7	43 196	12.8
8	46 281	13.7
9	46 284	13.7
10	46 282	13.7
11	37 025	11.0
12	31 718	9.4
13	20 410	6.0
14	11 845	3.5
15	5 846	1.7
16	2 762	0.8
17	2 243	0.7
18	2 238	0.7
19	1 500	0.4
20	1 250	0.4
21 and over	3 765	1.1

Source. Unesco questionnaire EDUC/67.

[1] The numbers refer to *total* enrolment, hence do not agree with the total of the figures shown in table 34, which represent *ne* enrolment.

36. Higher Education Number of students enrolled and graduates in 1948/49

Faculty	Students enrolled			Graduates
	Both sexes	Male	Female	
All faculties	**4 142**	**3 546**	**596**	**303**
Law	1 138	1 104	34	122
Economics	177	149	28	4
Medicine	1 162	1 084	78	51
Nursing	44	—	44	18
Obstetrics	100	—	100	9
Dentistry	247	205	42	15
Chemistry and pharmacy	277	135	142	26
Veterinary medicine	18	18	—	3
Engineering	562	559	3	49
Architecture	57	57	—	—
Agronomy	97	97	—	2
Education	163	74	89	4
Journalism	100	64	36	—

Source. Unesco questionnaire EDUC/67.

37. Public Expenditure on Education, 1948/49
(in Ec. sucres.)

Source of revenue	Total	Central administration	Pre-school and primary education	Secondary education	Higher education	Other expenditure
Public School Education	**103 118 227**	**1 910 384**	**48 973 661**	**28 529 019**	**18 277 056**	**5 428 107**
Contributions from Central Govt.	82 747 823	1 910 384	40 081 161	21 186 752	14 141 420	5 428 107
(a) from budget of Ministry of Education.	(74 278 237)	(1 517 664)	(40 078 161)	(19 252 292)	(13 430 120)	—
(b) from budget of all other Ministries	(8 469 587)	(392 720)	(3 000)	(1 934 460)	(711 300)	(5 428 107)
Contributions from provincial govts.	...	...	...	...	...	...
Contributions from local govts.	12 393 059	...	8 675 100	3 631 208	86 751	...
Fees	2 281 012	...	...	1 688 128	592 884	...
Interest on endowments, gifts, etc.	5 696 332	...	[1] 217 400	2 022 931	3 456 001	...
Independent School Education [2]	1 184 741	...	...	1 173 211	11 530	...
Subsidies or grants-in-aid from public funds	...	...	...	...	...	...
Fees	390 991	...	...	379 461	11 530	...
Revenue from endowments, gifts, etc.	793 750	...	...	793 750	...	...

Source. Unesco questionnaire EDUC/67.
Note. Official exchange rate (domestic selling rate, official without tax) in 1948/49 : Ec. sucres 13.50=U.S.$1.

[1] Including fees, for which separate figures are not available.

[2] Excluding subsidies or grants-in-aid from public funds.

EGYPT

Total population
(estimate: mid-year 1949)
20 045 000

Prepared by the Ministry of Education, Cairo (Department of Projects and Statistics Control)

LEGAL BASIS OF EDUCATION

Historically speaking, education in Egypt was for the first time organized on a European basis in 1836 by decrees issued by Mohammed Ali, the illustrious founder of the present Royal Family. In 1868 another decree organized education in elementary, primary and secondary schools, by order of the Khedive, Ismail the Great.

To enumerate the laws regulating education in Egypt would be a very arduous task. The most recent are the following:

1. Law organizing secondary education in 1905 when secondary education was prolonged to four years instead of three.
2. Law reorganizing primary and secondary education in 1928, when the secondary course was prolonged to five years.
3. Law organizing elementary education, 1933.
4. In 1934 a law was passed organizing the independent schools, which were brought under the supervision of the Ministry of Education against subsidies and aids.
5. In 1925 a law was passed providing for the establishment of Fuad I University. In 1942 Farouk I University was founded in Alexandria. Two more universities have recently been established: Mohamed Ali University at Assiut, and Ibrahim I in Cairo.
6. The right to be educated is provided for by the clauses of the National Constitution, 1923: Clause 19 states that school attendance is compulsory for children between 6 and 12 years old.

The role of the Ministry of Education is basically to facilitate and offer all opportunities possible for all individuals to use that right. Yet illiteracy is still rife among the population.

7. The last law for mass education under the supervision of the Ministry of Education was promulgated in 1944 to organize the campaign against illiteracy in the country. All males ranging from 12-45 years old, and females from 12-15 are under obligation to attend evening classes. There is steady increase in the number of persons attending these classes. It is expected that the number for next year will be about three-quarters of a million.
8. Again, in 1950, a law was passed by Parliament offering free education to all school-age boys from 6 years till 18 years, covering the three important stages of the pre-school, primary and secondary education. This is by far the most recent and most profound change in the educational system in our country.

EDUCATIONAL ADMINISTRATION, FINANCE AND INSPECTION

In Egypt, education is to a great extent a function of the State, financed by the central Government from the national budget. Previous to 1939, the Ministry of Education was the administration directly responsible for education. This explains the uniformity of curricula and school management all through the country, except in schools founded by foreign benevolent societies for the benefit of the different foreign communities in the country.

But beside these public schools (State schools) there have risen private schools belonging to individuals, benevolent societies and corporations which receive financial aid from the Ministry on condition that they follow the course of instruction planned by the Ministry of Education. Such schools have proved to be of the greatest value in the diffusion and expansion of education and have done credit to the spontaneous effort of the nation.

However, a new policy was started by the Ministry in 1939 marking a departure from the previous centralization. The whole country was divided into 11

educational zones each of which was put under the supervision of a controller, appointed by the Minister, with purely administrative powers, along with a staff of inspectors and other officials. The technical side of education, concerning the drawing up of curricula, the definition of the various stages of education, age of admission, etc., still rests with the central administration. A recent modification in 1950 brought the number of educational zones up to 15.

The results of decentralization are manifold:

1. It shifted the burden of routine work on to the new zones.
2. A better control and supervision of the different types of schools was possible.
3. A new interest developed in the study of local environment as a part of the extra-curricular side of school activities.
4. The Primary School Leaving Certificate which had been the same for all boys throughout the country before 1939, was administered by each zone so that the certificate has become a local affair.
5. The reform meant that the controllers, being nearer to the public, have felt the needs of their zones and worked in co-operation with parents, a spirit which has given education a new impulse.
6. In consequence, the Ministry of Education is undergoing the important change of becoming a technical body for securing the uniformity of education, introducing new reforms, and remaining free to face and solve the greater problems that rise as a result of the steady expansion of education in the country.
7. All schools, whether academic or vocational, are supervised and controlled by a body of inspectors from both the central administration and the zones. Special summer courses for the benefit of inspectors give the technical and administrative side of education a high degree of uniformity, efficiency and systematic control.

As to the financial side, the budget of the Ministry is regularly rising from year to year under the public demand for a wider range of education. The following figures give an indication of this awakening of educational consciousness in the public during the last 30 years. While the budget in 1920 was £E1,256,540, amounting to about 2½ per cent of the national budget, it has risen in 1949 to £E19,370,445, constituting 12 per cent of the gross State budget. This year (1950) the budget for education reached the figure of £E23 million, distributed in the way shown in the table opposite.

Educational expenditure in Egypt:[1] 1950/51 (in £Egyptian: exchange rate £E1=U.S.$2.8)

Public school education: (budget of Ministry of Education)	
Central Administration	1 287 393
Pre-school, elementary and primary	6 577 856
Secondary	4 680 316
Higher and universities	3 155 238
All other items	1 780 880
	17 481 683
Subsidies by Ministry of Education:	
Provincial council elementary schools	3 273 950
Independent elementary, primary and secondary schools	2 216 723
	5 490 573
Annual Total	22 972 356

ORGANIZATION OF THE PUBLIC SCHOOL SYSTEM

The pattern of our public school system leads a normal child of 5 years from pre-school education, through the primary school to the secondary school and then to the various colleges of the university, where he graduates at the age of 22 to 24.

Boys or girls who prefer vocational education can graduate at the end of the primary school, at the age of 12 or 13 years, to take vocational courses in commerce, industry or agriculture. The same can be said of boys completing the secondary school stage, with the difference that they receive more advanced studies in these branches, and graduate with diplomas at the end of four or five years. Institutions for training primary school teachers admit candidates on graduation from secondary schools, giving them a course of three years training.

Candidates (men and women) who wish to continue their studies after the secondary stage will branch off to the various colleges and faculties of the university according to the branches they had chosen in their secondary studies, viz., science, mathematics and letters.

Outside that structure and quite independent of it, there is the traditional Al-Azhar University, basically a theological institution which was founded in Egypt about a thousand years ago. Al-Azhar is

[1] Source: Unesco questionnaire EDUC/67.

divided into three stages, the primary, the secondary and the colleges with independent statutes, budget and body of professors. The graduates take up the course of lawyers before the Moslem law courts, or teachers of Arabic in the schools.

In the case of special schools for the abnormal and handicapped, the Ministry of Education at first contented itself with giving subsidies and technical aid to private schools, but recently it has opened three schools for the blind where the latest methods are followed in the teaching. The deaf and dumb have been receiving special attention from the Ministry since 1943. In 1949, there were seven schools for the blind and four institutes for the deaf and dumb.

Arabic is the official language in all schools; consequently, all pupils taking public examinations must answer the papers in Arabic, except, of course, for foreign language papers. The only foreign languages taught in Egyptian State schools are English and French.

All public examinations are administered by the State. While promotion examinations are left to individual schools, co-ordination is secured in the secondary course by having private school pupils take the same promotion examinations as pupils in State-managed schools.

ADULT EDUCATION, FUNDAMENTAL AND MASS EDUCATION

Adult education in Egypt did not draw the attention of the State until recently. The Institution of People's Culture was established only in 1946. Beginning with one centre in Cairo and another in Alexandria, it has grown steadily to include 16 branches in the provinces. Its basic idea is to diffuse general knowledge among the adult literate populace, and the programme offers a very wide variety of courses, especially in practical subjects and vocational guidance, to meet the needs of all classes whether male or female. Mixed classes do not usually exist. To develop the social activity of these centres the Institution organizes educational excursions and camps to different parts of the country and abroad. The total number of persons attending the various courses of the Institution amounted to 10,000 in 1950, which showed an increasing demand on the part of the public for more general instruction.

Apart from this Institution, there exist regular classes for the study of fine arts, music, acting, Arabic monuments, etc., and for the continuation of formal education.

In 1944, a law was promulgated for eradicating illiteracy among men from 12 to 45 years of age and among girls from 12 to 15. The Ministry of Education superintends and finances the scheme and supplies school equipment and buildings to the night classes which are set up throughout the country. Other departments and agencies take an active part in the campaign against illiteracy, namely, the Army Department, Ministry of Interior and Prison's Department, firms and factories, and co-operative societies. But much has yet to be done in the field of fundamental education.

INDEPENDENT (PRIVATE) SCHOOLS

We must distinguish between two types of independent schools: (1) the Egyptian, and (2) the foreign school.

1. The majority of these schools belong to corporations or benevolent societies and the rest to individuals. All of them follow the same lines as the Ministry's schools and receive material and technical aid from the Ministry, especially inspection and the supervision of teachers. These schools are playing a very important role in the expansion of education.
2. As to foreign schools, these follow a quite different curriculum and receive little aid from the Ministry. Yet the Ministry has full right to supervise their curricula and class-books. Some of them, however, have instituted sections where the Government programme is followed and the pupils have the right to sit for State examinations on the same basis as those in other schools. Such sections receive the same aid given to independent schools in exchange for the supervision and inspection of the Ministry.

Independent schools, whether national or foreign, are a substantial factor in the expansion of education since State-managed schools are inadequate to house all boys asking for admission.

SCHOOL BUILDINGS

The rule is that all school buildings are State property. Yet with the extension of education, under the pressure of the nation's cry for more schools, many buildings were rented by the State and even those were not adequate in number to meet the steady increase in the number of school-age boys.

A long-term policy was thus planned, by which £1 million a year was assigned for school buildings for a term of 10 years, beginning with the 1949 budget. This, it is hoped, will go a long way towards solving the problem.

EDUCATION AND STATUS OF TEACHERS

Students preferring the career of teaching are recruited from the graduates of schools and colleges at various stages. They are selected after a personal test before special committees appointed for that purpose. The student is put a series of searching questions with the object of establishing that his choice of career is serious and not ephemeral. In making a decision, the committees attach most importance to general knowledge, interest in sports and personal appearance.

There are several types of training school for teachers:

THE INSTITUTES OF EDUCATION

Three institutes exist, two for men in Cairo and Alexandria, and one for women (in Cairo). They admit graduates from the universities. Originally the course covered two years, but it has recently been reduced to one year. The graduates are offered a diploma and are usually appointed as teachers in secondary schools.

HIGHER TRAINING SCHOOLS

We have two of these centres, one for men and another for women. Their students are recruited from graduates of the secondary schools (Special Course Certificate). On completing the course, they are also appointed teachers in secondary schools.

HIGHER TECHNICAL INSTITUTES FOR YOUNG WOMEN TEACHERS

The students are recruited from graduates of secondary schools (or equivalent). They are trained to take up work as teachers of husbandry, domestic arts, fine art, physical education, in both primary and secondary schools for girls.

PRIMARY TRAINING CENTRES

Students are recruited from those who have passed the General Course Examination after four years of secondary education. The graduates of such centres are required to teach in primary schools. The teachers' schools for physical education are at a similar level.

TEACHERS' ELEMENTARY SCHOOLS

There are a large number of schools for training elementary school teachers. An additional course of two years for women graduates of teachers' elementary schools prepares them to teach in infant schools and kindergartens.

Despite the number of training centres for teachers now operating, the rapid growth of education in Egypt at present has made it imperative that we should make use of university graduates from the faculties of arts, science and agriculture as teachers in both primary and secondary schools. There are nearly 2,000 of those working in our schools today. Their practical experience is further supplemented, whenever possible, by a reasonable course in education.

As to promotion, the way to higher posts is open to any talented teacher. The steps of promotion are as follows: primary school teacher; secondary school teacher; senior master in secondary schools; inspector or headmaster of primary schools; secondary headmaster; assistant controller; controller; controller-general; director-general.

There is no special status for public school teachers. They are classed in general as State officials. Consequently their appointment, dismissal, promotion and retirement come under the general law. In the case of retirement the law fixes the age of 60 as the limit for the service. Higher qualified teachers start with a fixed salary of £E15 with a regular increase at the end of certain periods. Generally speaking, a teacher receives a pension of three-quarters of his salary from the State at the end of 37½ years' service against a monthly deduction of 7½ per cent of his salary during his term of service.

HEALTH SERVICE AND PHYSICAL EDUCATION

Three important departments are responsible for the welfare of students: the Department of School Hygiene, the Department of Physical Education and the Department of Social Welfare.

The functions of the first department may be resumed by the following facts. All boys are medically examined before admission to any stage of education. Records are maintained showing their general state of health, size, weight, height, condition of teeth and chest. These are recorded on special cards through the boys' school career. There are numbers of medical centres throughout the country, besides two fully-equipped school hospitals in Cairo and Alexandria. Treatment is free against the payment of £1 at the beginning of the school year. Eye-sight is receiving

special care and glasses are dispensed at a minimum price to all who need them. This Medical Department is at present employing 330 physicians of whom 100 are specialists in the various branches of medicine. The school health units are found all over the country.

A midday meal is offered free of charge. It costs the State more than £3 million annually to provide meals to over 1,000,000 boys and girls.

Physical training is a fundamental part of the school curriculum. Specially trained teachers are appointed at every school to carry on that part of education. Games and sports are organized as daily events and competitions and school sports days used to stimulate interest.

In 1937, the Ministry established higher institutes for physical education (each sex independently). The course of study is three years and the graduates have proved themselves most effective in raising the standard of physical training. Other schools for physical education train men and women teachers for the primary schools.

ROLE OF YOUTH GROUPS IN EDUCATION

Youth groups have yet to be organized to become an actual factor in the service of the nation. A department whose object is the development of a healthy social atmosphere among youths was created by the Ministry of Education in 1949.

In the recent campaign launched against illiteracy in Egypt, youth groups have organized themselves to give help in the education of illiterate masses in towns as well as in the country.

Earlier, in 1930, a spontaneous effort was started by the youth groups under the name of 'Rouad' or Pioneers. They began by establishing centres (or settlements) in the poorer quarters of Cairo. The aim was to draw the juvenile inhabitants in those quarters to the settlements where clubs, grounds for popular games, classes for teaching, medical centres under the care of a physician, were established. These centres give aid and guidance to every member and to his family as well against a very modest subscription. Each centre offers the services of a social worker whose duty is to give advice on problems brought to his notice. The administration of the social settlements is left wholly to the members of the small community. Material help is given to them by the Ministry of Social Affairs. The role of the Egyptian woman in this field is very conspicuous and a good deal of the success achieved is due to her zeal.

SPECIAL PROBLEMS AND RECENT TRENDS

Special problems are mostly technical concerning the following points:

1. At present our system of education is bilateral in its first stage, namely: the elementary school and the primary school. These schools differ in two points: in the primary school, English or French is taught besides the maternal language; in the elementary school there is a more ambitious curriculum of Arabic language to make up for the absence of foreign languages. At present, both types prepare for the Primary Leaving Certificate Examination at about 12 years of age, and thus render their pupils eligible for admission to secondary schools, where either English or French is a fundamental subject. Necessary arrangements had therefore to be made to compensate boys coming from elementary schools for their complete ignorance of the rudiments of a foreign language. The whole subject is, however, under discussion, and the present trend is for a complete unification of the first stage of education.
2. The reorganization of primary and secondary school curricula, revision of school textbooks together with the introduction of up-to-date methods in teaching, and turning leisure time to useful ends, are by far the most important of all the problems occupying the attention of the Ministry at present. The importance lies in the fact that these are the preparatory stages that precede the university education.
3. The grading of curricula in the general stage is vital for the smooth running of the educational machine. There were many changes in the last decade which caused recurring interruption. The tendency at present is to tackle the whole problem from its foundation and thus secure continuity both in our system of education and in our curricula.
4. With the promulgation of the law of 1950, which gives the right of free education in the general course up to the end of the secondary stage, the problem of accommodating school-age boys and girls fell to the lot of the Ministry of Education. The next year, 1950-51 will, it is hoped, mark an epoch in the expansion of education for all.

RECENT TRENDS

1. Expansion of education is the new policy of the Ministry which dictated the law of 1950 offering free education to all school-age boys. The Ministry is mobilizing all its specialists and sparing no effort to execute the clauses of that law to the letter.

2. Next comes the democratization of education. Education for all is now the slogan of those in charge of education in Egypt.
3. Again the question of examinations is holding the attention of the Ministry. The trend is to make examinations a means rather than an end.
4. Until 1949, Egypt had only two universities, one in Cairo and the other in Alexandria. A third university was established this year in Cairo, that of Ibrahim Pasha I, while a fourth was registered on the statutes, and will come into existence definitely as soon as the teaching staff has been secured. This is the University of Mohammed Ali at Assiut. With the establishment of these universities the problem of accommodating students who wish to pursue university studies will be largely overcome.

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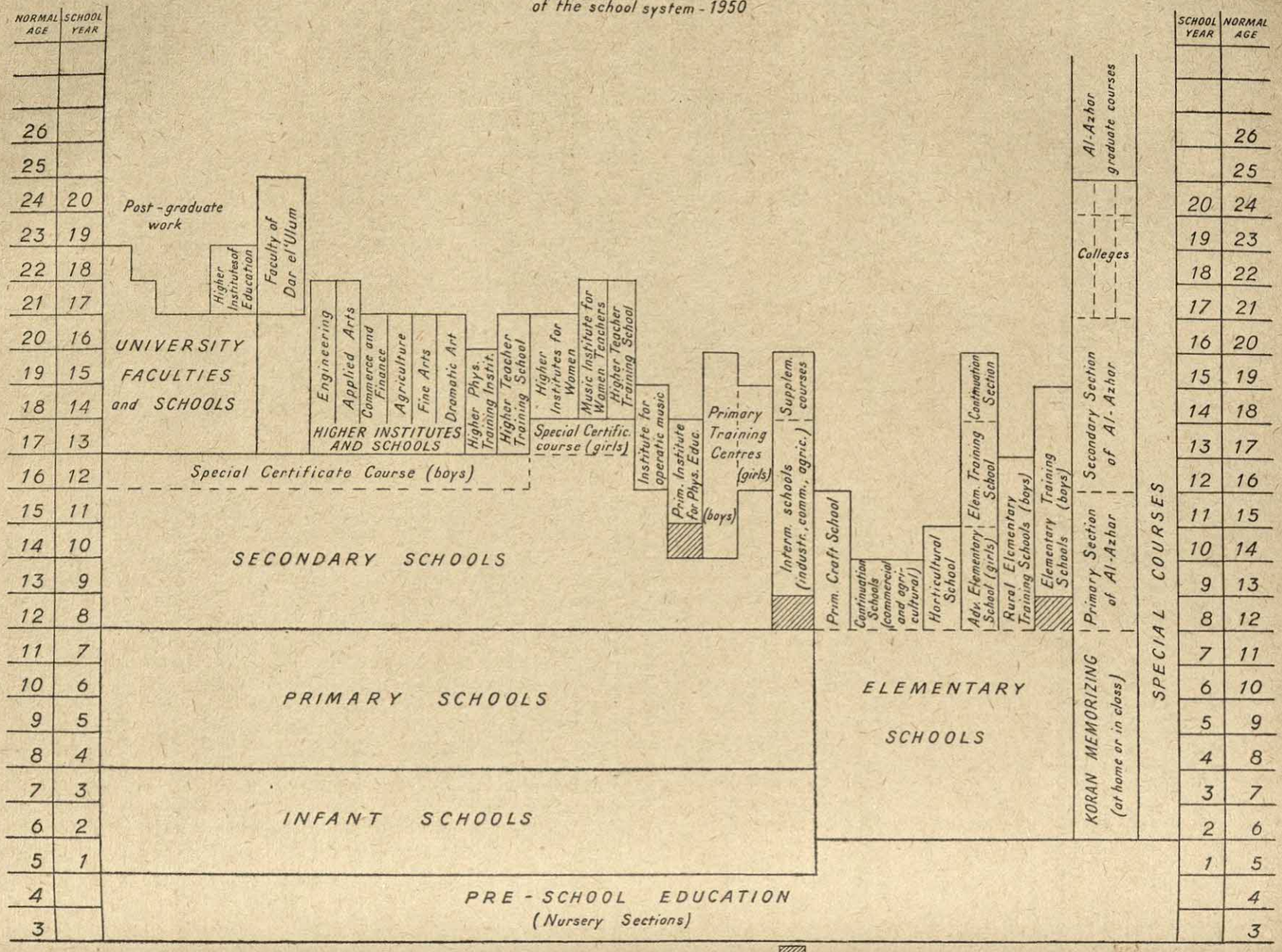
EGYPT

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Koranic school *(Kuttab)*	About 4	Indeterminate	Home	—
Nursery classes attached to infant schools *(Hadanah)*	2½—3	2	Home	—
Kindergartens *(rawdat atfal)*	5	3	Home	—
Primary Education				
Elementary schools[1] *(awwaliyah)*	6	6	Home	Prim. sch. cert. (with no foreign language)
Primary schools *(ibtida'iyah)*	7—8	4	3rd year kindergarten	Prim. sch. cert. (with foreign language)
Primary craft schools *(sina'ah ibtida'iyah)*	12	4	Exam. equivalent to 6th elem.	According to school
Complementary schools, commercial and agricultural *(takmiliyah tijazriyah wa sina'iyah)*	12	2	Exam. equivalent to 6th elem.	According to school
Horticultural schools *(takhrijul-bustaniyin)*	12	3	Exam. equivalent to 6th elem.	According to school
Advanced elem. schools for girls *(awwaliyah raqiyah lil-banat)*	12	3	Elem. or prim. sch. cert.	Certificate
Al-Azhar primary school	12	4	Test on memorization of the Koran	Certificate
Secondary Education				
Secondary schools *(thanawiyah)*:				
(a) General section *(qism'am, thaqafah)*	12	4	Prim. sch.	Certificate
(b) Special section *(qism khas)*	16	1	General section	Sec. Sch. cert.
Middle agricultural, commercial and industrial schools *(zira'iyah, tijariyah wa sina'iyah mutawassitah)*	13	5	Prim. sch.	Diploma according to school
Technical secondary school for girls *(thanawiyah fanniyah lil-banat)*	12	6	Prim. sch.	Cert. of completion of technical secondary education
Girls' secondary school for embroidery arts *(thanawiyah lil-funun al-tarziyah)*	12	5	Prim. sch.	Diploma of embroidery arts
School of nursing (girls), *(madrasat al-mumarridat)*	13 plus	3	Prim. sch.	Diploma in nursing
Course for midwives	16 plus	1	Nursing diploma	Diploma in midwifery
Elementary training schools (boys), *(madaris al-mu'allimin al-awwaliyah)*	13	6	By exam. from 4th elem.	Diploma of proficiency *(Kafa'ah)* for elementary teaching
Elementary training schools (girls), *(madaris al-mu'allimat al-awwaliyah)*	15	3	Advanced elem. sch. or prim. sch.	Diploma of proficiency *(Kafa'ah)* for elementary teaching
Primary training schools (boys), *(madaris al-mu'allimin al-ibtida'iyah)*	16	3	Cert. of completion of general part (4th year) of sec. educ.	Diploma for primary teachers
Primary training schools (girls), *(madaris al-mu'allimat ail-btida'iyah)*	14	6	Promotion exam from 2nd to 3rd year sec.	Diploma for primary teachers
Teachers' primary institute for physical education *(ma'had al-tarbiyah al-ibtida'i lil-mu'allimin)*	15	3	Promotion exam from 2nd to 3rd year sec.	Diploma of the Institute
Al-Azhar secondary school	16	5	Al-Azhar primary sch.	Certificate
Higher Education				
(a) Non-degree-granting colleges:				
Higher training school (men), *(madrasat al-mu'allimin al'ulya)*	17	4	Special course sec. sch. (5th year)	Diploma
Higher training school (women), *(madrasat al-mu'allimat al'ulya)*	18	4	Special course sec. sch. (5th year)	Diploma

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Higher physical training institute *(al-ma'had al-'ali lil-tarbiyah al badaniyah lil-mu'allimin)* . . .	17	3	Special course sec. sch. (5th year)	Diploma
Institutes *(Ma'ahid)* for domestic arts and crafts, fine arts, physical and social service training. . .	18	3	Special course sec. school or equivalent	Diploma
Higher agricultural institute *(al-ma'had al-zira'i al-'ali)* . . .	17	4	Special course sec. sch. or equivalent	Diploma
Higher commercial and financial institute *(alma'had al-'ali lil'ulum al-maliyah wal-tijariyah)* . . .	17	4	Special course sec. sch.	Diploma or equivalent
Higher institute of engineering *(al-ma'had al-'ali lil-handasah)* . .	17	5	Special course sec. sch.	Diploma
Higher institute of music for women teachers *(al-ma'had al-'ali li mu'allimat al-musiqa)*	18	4	Special course sec. sch. or equivalent with a musical test	Diploma
Higher institute of operatic music *(alma'had al-'ali lil-musiqa al-masrahiyah)*	16	3	Prim. sch. cert. with musical qualification	Diploma
Higher institute of dramatic art (Arabic), *(al-ma'had al-'ali li fan al-tamthil al-'arabi)*	17	4	Sec. sch. or equivalent	Diploma
Higher school of fine arts *(madrasat al-funun al-jamilah al-'ulya)* . .	17	4	Sec. sch. or equivalent	Diploma
Higher school of applied arts *(madrasat al-funun al-tatbiqiyah al-'ulya)*. .	17	5	Sec. sch. or equivalent	Diploma
(b) Degree-granting colleges, universities and schools:				
Modern State universities (Fuad 1st, Farouk 1st, Ibrahim): faculties of *(kulliyat)*:				
Letters	17	4	Sec. sch. or equivalent	*Licence* /M.A. /D.Litt.
Law	17	4	Sec. sch. or equivalent	*Licence* /Doctor of Law
Science	17	4	Sec. sch. or equivalent	B.Sc. /M.Sc. /Ph.D.
Agriculture	17	4	Sec. sch. or equivalent	B.Agr. /M.Sc. /Ph.D.
Commerce	17	4	Sec. sch. or equivalent	B.Com. /M.Com.
Engineering	17	5	Sec. sch. or equivalent	B.Sc. /M.Eng. /M.Arch. /Ph.D.
Medicine	17	6½	Sec. sch. or equivalent	M.B. B.Ch. /M.Ch. /M.D.
Engineering	17	5	Sec. sch. or equivalent	B.Sc. /M.Eng. /M.Arch. /Ph.D.
Pharmacy	17	5	Sec. sch. or equivalent	Pharm.B. /M.Pharm.
Dentistry	17	5	Sec. sch. or equivalent	B.D.S. /M.D.S.
Veterinary medicine	17	5	Sec. sch. or equivalent	B.V.M. /M.V.M.
Dar-al-'ulum (classical Arabic studies)	21	4	Al-Azhar sec. cert.	*Licence*
Al-Azhar University				
Faculty of Moslem law	21	4	Al-Azhar sec. sch.	Diploma /*'alimiyah* with *licence*/ *'alimiyah* with title of professor
Faculty of theology	21	4	Al-Azhar sec. sch.	Diploma /idem
Faculty of Arabic	21	4	Al-Azhar sec. sch.	Diploma /idem

[1] These are gradually being converted into 'model schools': rural schools staffed by teachers who specialize in handicrafts and rural industries. Some 422 are now 'model schools' and the rest will be converted over a period of five years.

38. Summary of School Statistics
Number of institutions, teachers and students in 1937/38 and 1948/49

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1937/38		1948/49		1937/38		1948/49	
	1937/38	1948/49	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Nursery schools and kindergartens, public	33	42	...	...	571	571	2 449	931	12 695	4 853
Kindergartens attached to girls' primary schools, public	...	18	...	...	[1]...	[1]...	...	...	2 525	...
Kindergartens, private	...	110	...	...			...	...	15 864	...
Kindergartens attached to private primary schools	...	24	...	...	501	488	...	...	19 209	...
Primary										
Elementary, public	272	4 338	...	...	[1] 24 130	...	40 424	17 986	789 311	328 605
Rural primary ('model'), public [2]	165	331	...	...	4 984	813	29 525	3 605	105 014	21 388
Advanced elementary girls' schools, public	22	26	...	...	304	240	1 987	1 987	3 268	3 268
Primary, private	3 481	801	...	...	3 259	...	240 716	47 363	115 406	33 370
Charitable institution, private	50	49	...	...	287	...	7 398	3 062	4 001	1 864
Higher primary, private	354	485	...	...	5 040	632	53 489	12 205	114 828	26 673
Secondary										
Secondary schools, public	41	87	...	...	3 146	306	18 576	1 426	52 225	5 472
Secondary schools, private	77	80	...	...	806	36	10 948	738	17 609	1 341
Teacher training										
Elementary training schools	17	25	...	...	456	119	2 994	1 162	11 862	1 928
Primary training schools	...	8	...	...	197	65	...	...	1 410	583
Teachers' primary institute of physical training	...	2	...	...	9	...	...	...	290	137
Higher training schools [3]	...	9	...	...	167	86	...	...	1 441	598
Higher physical training institute	...	2	...	...	13	—	...	...	188	33
Technical										
Industrial, primary	...	9	...	...	75	—	...	...	1 172	—
Agricultural, horticultural and commercial, complementary	...	14	...	...	96	5	...	...	1 347	193
Private commercial and industrial	4	7	...	...	80	—	1 433	—	1 697	—
Private girls' embroidery schools	...	12	...	...	102	65	...	...	954	954
Agricultural and commercial, intermediate	9	20	...	...	561	28	3 044	—	7 768	519
Industrial, intermediate	22	23	...	...	[4] 652	—	10 354	—	8 737	—
Girls' technical schools	7	30	...	...	564	463	1 402	1 402	6 655	6 655

[1] Teachers in kindergartens attached to girls' primary public schools are included in the teaching staff of the latter.

[2] Including, in 1948/49, 71 schools with secondary classes attended by 7,822 (858 female) pupils.

[3] Including schools of music, domestic science, fine arts, physical culture and social service for women teachers.

[4] In addition, there were approximately 620 part-time technical teaching staff.

38. Summary of School Statistics *(continued)*

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1937/38		1948/49		1937/38		1948/49	
	1937/38	1948/49	Total	Female	Total	Female	Total	Female	Total	Female
Technical (Higher)										
Institute of operatic music	...	1	...	...	[5]...	[5]...	...	...	158	—
Institute of dramatic arts	...	1	...	...	[5]...	[5]...	...	...	111	...
Fine arts and applied arts	1	3	...	...	83	—	96	—	480	97
Institute of agriculture	...	1	...	...	27	—	...	...	211	—
Institute of commerce	...	1	...	...	43	—	...	...	640	—
Institute of engineering	...	1	...	...	66	—	...	...	684	—
Higher										
Universities [6]	1	2	311	...	1 868	—	8 224	319	21 225	1 354
Special										
For the blind and deaf-mutes	...	12	...	...	99	...	...	...	515	251

Source. Unesco questionnaire EDUC/67.
Note. Unless otherwise stated, data refer to full-time institutions, teacher and students.

[5] Only part-time teaching staff.

[6] Data do not include the non-degree-granting colleges for men.

39. Higher Education
Number of teachers and students, by faculty and by sex, in 1948/49

Faculty	Number of faculties	Teachers	Students enrolled		
			Total	Male	Female
All faculties	**17**	**1 868**	**21 225**	**19 871**	**1 354**
Arts	2	172	2 233	1 693	540
Law	2	98	3 680	3 574	106
Science	2	279	1 636	1 505	131
Agriculture	2	230	1 758	1 685	73
Commerce	2	105	4 200	4 071	129
Engineering	2	321	2 443	2 439	4
Medicine [1]	3	592	4 358	3 994	364
Veterinary medicine	1	40	323	316	7
Classical Arabic studies [2]	1	31	594	594	—

Source. Unesco questionnaire EDUC/67.
Note. In addition to the two universities to which data in this table refer, there exists a theological institute (Al-Azhar) providing education at all levels. The higher section comprises three degree-granting colleges, graduates of which become lawyers before the Moslem courts or teachers of the Arabic language.

[1] Including dentistry and pharmacy.

[2] Independent institute of Dar-el-Ulum.

FINLAND

Total population
(estimate: mid-year 1949)
4 016 000

Provided by the Ministry of Foreign Affairs, Helsinki

LEGAL BASIS OF EDUCATION

The main laws governing education in Finland may be summed up as follows:

The Board of Education Statute of 10 March 1924 prescribes that the Board shall direct and supervise both the State and private fields of folk education and secondary education. The Board is responsible to the Government (Cabinet).

The School Attendance Act of 15 April 1921 provides compulsory school attendance for children between 7 and 15 years of age. Exemptions are granted on physical and mental grounds.

The Folk School Form of Order Statute of 4 June 1931 stipulates in detail the functions of folk schools and aspects of their work relating to pupils, direction, teachers, inspection, etc.

The Folk School Expenditure Act of 8 June 1926 regulates the financing of the folk schools.

The Folk High School State Grant Act of 28 March 1930 covers the financing of folk high schools.

The Working Men's College State Grant Act of 28 April 1938 covers the financing of these colleges, and the Working Men's College Act of 22 June 1938 contains general regulations on the work, inspection, buildings, equipment, etc.

The Schools for the Blind and Deaf-Mute Statute of 19 October 1934 governs the work in these special institutions.

Secondary schools are governed by the following laws among others: The State Secondary School Act of 21 July 1939 and Private Secondary School Statute of 23 March 1944 both of which are of a general nature.

Institutions of university level each have a special Act or Statute which describes the organization and functions of the Institution.

ADMINISTRATION AND FINANCE

THE FOLK (PRIMARY) SCHOOLS

Finance. The folk school activity rests on a system of State grants which has been developed during the last few decades. Generally speaking, State grants in Finland are higher than in other countries. This does not, however, mean that the State exercises a greater direct control of the folk school than is found elsewhere. By means of both practical experience and specially commissioned reports, efforts have been made to define the legal implications of a municipal school system based on State grants. It may be said that State grants have their maximum, minimum and optimum amounts: where the grant is too small, the State obliges the community to carry out the necessary improvements, and since such responsibility must be fixed by law, the folk school virtually becomes a State institution. Where the grant is too high the State must still lay down what the community is allowed to do. In Finland the State grant is guaranteed to cover at least two-thirds of the total expenses. The poorest and most sparsely populated communities receive even more, but no community receives all the expenses, as this would discourage their interest in running the school and compel the State authorities to interfere too much with local affairs.

One difficulty of the State grant system is that it easily grows complicated, since the optimum grant is aimed at on every point. In certain cases it has been found necessary to give up this principle: thus the towns receive annually a fixed sum per pupil and not a proportion of actual expenses.

State grants are allotted as follows: a rural community receives from the State the salaries of teachers, and recovers for new school buildings at least 20 per cent as a grant and 40 per cent as an amortization loan. Poorer communities receive a higher grant

and a smaller loan. In exceptional cases the grant may cover almost the total expense. Further, rural communities receive two-thirds of the cost of school supplies, teaching material, and assistance of pupils; the poorest ones receive more, according to consideration. For the upkeep of schoolrooms the State Council settles a contribution corresponding to 50 per cent of the expenses held as reasonable. In addition to these general items the community may receive contributions for special purposes, such as the maintenance of pupils' boarding-houses.

To maintain their folk schools, towns receive an annual grant of 2,500-5,000 marks per pupil (1950).

Inspection and Supervision. The first instance of the supervision of the folk school by the State is the folk school inspector. Rural communities are divided into 40 inspection districts, each with one inspector. In towns there are special folk school inspectors. The district of a rural inspector comprises on the average 140 schools and 350 teachers.

The second instance of State supervision is the Board of Education, to which the whole school system of our country is subject. The Board of Education has a special department for folk education. For Swedish folk schools there is a particular Swedish department.

Although the Board of Education attends to most administrative questions regarding the folk school, an important part is left to the authority of provincial governments: they resolve differences about salaries between teachers and communities, enjoin the communities to establish folk schools, build school houses, etc. There is a possibility of appealing against the decisions of the provincial governments, as well as against those of the Board of Education, to the Supreme Administrative Court, which is the highest authority in questions of administration. The political government of the country, the State Council, chiefly attends to legislative matters connected with the folk school, prepares the legislative proposals for Parliament and the administrative proposals for the President of the Republic. Some of the State grants distributed after consideration, for instance for the building of school houses in cases where the amount in question is over 40 per cent, must be distributed by the State Council. Other grants are made by the Board of Education.

SECONDARY SCHOOLS

These are directly subject to the Board of Education, Finnish schools to the Secondary School Department and Swedish schools to the Swedish Department. Questions relating exclusively to one group are settled by the relevant department; general questions relating to both groups of schools are settled at common sessions of both departments. The most important questions are submitted to the Ministry of Education.

The members of departments make both general inspections of secondary schools and such as concern a particular subject. The latter form of inspection is also made by the inspectors who are common to all different departments and who represent physical training, drawing and woodwork, housecraft and needlework. Because of the great number of secondary schools, general inspections can seldom be made, and as a rule official instructions are given by means of circulars.

ORGANIZATION

The diagram on page 157 indicates both the school types and the passage of a pupil through the school system.

ADULT EDUCATION

Two different groups are clearly discernible: the forms of activity fixed by law, and those not fixed by law. To the former belong certain permanent institutions, to the latter the freer and therefore also more extensive activities.

Folk High Schools are the oldest and in many respects the most significant of the permanent institutions of free folk education. The work in these is strictly concentrated, and the course lasts for half a year, except for short Christmas and Easter vacations. In addition to the principal courses many schools provide summer courses. The syllabus consists of a combination of subjects particularly suited to rural youth. Along with theoretical subjects the syllabus comprises a wide range of practical ones, of which some—for instance, agriculture and domestic economy—are to a certain extent treated as vocational. As folk high schools are boarding schools, the pedagogic aspect forms a very important factor in their work and gives them a different character from other folk education.

Since 1926 they have received a State grant covering about 60 per cent of the annual expenses. The law defines in detail what kinds of institutions are to be regarded as folk high schools, and also regulates the conditions under which State grants are payable.

At present the number of folk high schools is 74, of which 10 were founded during the difficult years

of war; 56 are Finnish and 18 Swedish. Seven (one of them Swedish) have a two-year course. A particular group is formed by the religious folk high schools, 30 in all. In 1947-48 the number of pupils was 4.224 (966 men and 3,258 women), 1,637, or 38.8 per cent of the pupils, come from poor homes.

Working Men's Colleges are cultural centres for the working people in towns and industrial districts. The colleges provide evening studies for students who are employed in the daytime. The period of study lasts 26 weeks, sometimes even longer, but for reasons beyond the control of the students the course may turn out somewhat haphazard and ineffective. Unlike the folk high schools, the working men's colleges offer a range of courses from which students select a programme to meet their own wishes. An advantage of this kind of organization is the fact that students may carry on their studies for many years.

Since 1927 a Working Men's College Act has been in force, which guarantees to these colleges a State grant of 50 per cent of their annual expenses. The Act specifies what kind of institutions are regarded as working men's colleges and under what conditions they are entitled to the State grant.

The number of colleges is now 82, of which 12 are Swedish. Students total 32,000, about two-thirds being women. Most of the students, nearly 70 per cent, are manual workers. An overwhelming majority of students are adults, four-fifths being over 20 years. Settlement colleges form their own group. They are parts of the Christian-social working centres which operate in some industrial centres. Their number at present is 16.

Study Circles are the most important form of the free folk education not fixed by law. At present a State Committee is considering the advisability of passing this form of folk education into the group of those fixed by law.

Study circles usually form a part of some educational organization. It is peculiar to them that they require close co-operation and spontaneous contribution from all members. That is why the number of members must not be too high, preferably not over 30, but on the other hand not below 10. Each circle has a leader, who has to see that all members fulfil their duties and do their share in the co-operative studying.

On account of the linguistic and social circumstances of our country the study circle activity is divided into different groups. Each of the four groups has an office of its own, where the work is conducted, but they are under the authority of the Folk Education Board of the State, to which they are accountable for their activity.

In 1947 there were altogether 2,027 State-aided study circles working in the way prescribed by law. Of these, 1,197 were circles run by the Finnish Lecture Bureau, 616 by the Workers' Cultural Union, and 214 by the Swedish Lecture Bureau. At least 40,000 people studied at these circles.

The Folk Education Organizations are the oldest forms of free educational work in Finland. Although they have lost much of their original importance, they still exercise great influence through their study circles and their versatile course activity.

The Association of Folk Education, which was founded in 1874 and once held a leading position in this field, has recently served to unite the diverging branches of the work of folk education. Organizations of folk education are the Workers' Cultural Union (founded in 1919), which includes all the varied educational work dealing with workers, and the Union of the Youth of Finland (founded in 1897), which is the strong and many-sided central organization of an extensive youth service. It is hard to estimate the number of members, but in each union it amounts to hundreds of thousands.

An account of free folk education would not be complete if the share of the universities were excluded. The University of Helsinki, the Finnish University of Turku, and the Pedagogic High School of Jyväskylä bear witness to an activity that extends far outside the range of their own circles, in the first place through lecturers that are sent to colleges and courses of different organizations. A particular tribute is to be paid to the Social High School, which has a professorship in folk education and where examinations in folk education can be passed. A scheme has been worked out to delegate to this institution a part of the training of teachers for folk high schools and working men's colleges, as well as supplementary courses for these institutions.

PRIVATE SCHOOLS

Private schools function along the same lines as State schools, and their activity is controlled by the appropriate department of the Board of Education.

SCHOOL BUILDINGS

Folk Schools. The schools are built and maintained by local authorities. Equipment and supplies are provided free to pupils.

Secondary Schools. The buildings of State schools are in charge of the Building Board. Private schools may plan their school houses independently, but in regard to site and space they have to comply with regulations. The buildings are generally new; only in a few cases do they date from the last century. The old barrack-line type has been gradually abandoned, and schools are built light. As the 1941 curricula made needlework and housecraft compulsory subjects for girls, attempts have been made to provide schools with the necessary rooms and canteens.

Schools establish libraries with works of reference, general information and literature for pupils. Moreover, schools have a stock of textbooks to be lent specially to poor pupils. In some older schools these libraries may contain some tens of thousands of volumes, but in many young schools they are still rather modest. The libraries of State schools are open also to the public.

Non-State institutions maintain their buildings and equipment by private means, but in many cases they may obtain State grants and public assistance.

TRAINING AND STATUS OF TEACHERS

Folk Schools. Teachers are trained in a variety of institutions: three high schools (with a two-year course), three colleges based on the middle school (with a four-year course) and five colleges based on the folk school (with a five-year course). Of the last mentioned three are Finnish and two Swedish. There exists also a three-year college based on the middle school, which trains teachers for the lower folk school only.

A person who has obtained the certificate of a training institution for folk school teachers can, after two years' probationary service, receive a permanent appointment. During his probation, however, he has to pass an examination in folk school administration before the inspector, and in youth service before the leaders of summer courses organized by the Board of School. No further education has yet been realized, although some proposals were made before the war.

At the present time of inflation teachers' salaries change so rapidly that to mention them would be of no use. Accordingly, only the principles will be given below.

Teachers of rural communities receive their wages partly in cash, partly in kind. A male teacher has an apartment of three rooms and a kitchen, bathhouse, cellar, storehouse, cow-house, barn for fodder, and $1^1/_4$ acres (1 hectare=0.405 acre) of arable land, as well as sufficient pasture land for cows. A woman teacher has the same advantages in kind, except for the apartment which consists of only two rooms and a kitchen. The teacher of a lower school has one room and a kitchen and only about $^1/_4$ acre of arable land. As mentioned above, the lower school teachers will gradually acquire the position of those of the higher school.

The salary in cash includes a basic salary, which is higher for the chief supporter of a family than for one without a family. There is also a so-called 'age addition', i.e., an increment of five per cent of the basic salary granted five times at intervals of three years. For each child under 17 years the teacher receives a fixed education contribution. Teaching periods in excess of 30 a week and youth work are the subject of over-time payment. Headmasters also receive a special payment.

A town school teacher receives his salary solely in cash, and according to the varying cost of living in the town his salary must exceed that of his rural colleague by 50, 56, or 62 per cent.

In case of illness, the teacher is granted his total salary for the period of one month. After that time a third of his basic salary will be withheld to pay a substitute, and after six months the fraction is one half. A woman teacher gets two months' leave of absence with full emoluments during pregnancy.

The pensions of folk school teachers are paid by the State, and they amount to about 60 per cent of the total salary. If the teacher retires on the grounds of illness, he receives a pension of as many twentieths as he has years of service.

If a folk school teacher's post is abolished, he is paid his full salary during the first year, and an amount equivalent to full pension in the following years. A post may be abolished only on account of a decrease in the number of pupils.

The position of a Finnish folk school teacher is comparatively well protected by law. As a document of appointment the teacher is given an official warrant, which means that he belongs to the category of the so-called irremovable officials. He can be removed only on the grounds of a substantiated crime; and only on the grounds of disablement can he be discharged from his office without his consent. On the abolition of his post he must be given another post without delay, and where such is not available, he receives full salary during the intervening period. The teacher's political views have no effect on his legal position, but in his instruction he must be impartial.

The strong legal position of Finnish folk school teachers, which originated in the time of Russian supremacy, forms the basis for the relatively great independence of the folk school. That is why

political changes can have no important influence on the folk school.

Secondary Schools. Teachers of theoretical subjects receive their fundamental theoretical training either at the Universities of Helsinki or Turku, or at Åbo Akademi (Swedish University at Turku); specialized teachers are trained as follows: physical training, at the Gymnastic Institute of the University of Helsinki; drawing, at the Central College of Industrial Arts in Helsinki; girls' needlework, at the Needlework College in Helsinki; housecraft, at the Pedagogic School of Domestic Economy in Helsinki; and singing, at the Sibelius Academy in Helsinki. There is no training college for teachers of boys' handicrafts, but special courses have been arranged at the Central College of Industrial Arts.

After receiving their theoretical training, future teachers have to practise in one of the three normal lyceums of the country (the Finnish Normal Lyceum, the Girls' Normal Lyceum, and the Swedish Normal Lyceum), all of which are situated in Helsinki. The time of practice for teachers of theoretical subjects is two terms, for those of non-theoretical subjects usually one term. During this time the future teacher has to listen to instruction in class for a fixed number of periods, to practise teaching to a certain extent, and to take part in general conferences and those relating to his subject. The direction of practice is entrusted to the Professor of Education at the University and to the Headmaster of the normal lyceum. Each principal teacher is in charge of his subject. If there is no principal, the second teacher of the subject takes his place.

In order to gain full qualifications, the teacher has to pass an examination in pedagogy and legislation of secondary schools, and to give practical demonstrations at the normal lyceum. The qualifications of secondary school teachers have been fixed by the Act of 20 August 1948.

The regular 'lectors' and teachers in State schools are nominated by the Board of Education on the basis of applications, but an applicant has a right to appeal at the State Council against the nomination. Headmasters are nominated by the Board of Education on the motion of the Parents' Committee, after the teaching staff have made their proposal to this committee.

The teachers of private schools are elected by the Board of the school, and in certain cases applicants have a right to appeal to the Board of Education.

Basic salary scales are laid down for the various levels at which a teacher works and for the number of periods taught a week. These salaries are bound to the cost of living index. Teachers are entitled to include in their number of teaching periods also certain kinds of work performed outside the classroom, for example, correction of written exercises and in some cases preparation of tests to be performed in class. If the total number of teaching periods exceeds the minimum number due to the teacher, he receives an overtime payment. An increase of salary is awarded after 3, 6, 9, 12 and 15 years of service, and after serving 10 years as a regular principal teacher or lector, the teacher is passed over to the next class of remuneration. Teachers living in expensive districts get an additional payment.

In addition to a salary for their actual teaching work, the headmasters of secondary schools receive payment for their work as directors of the school and for secretarial work this entails. Moreover, they have eight teaching periods less a week.

SCHOOL HEALTH SERVICES

The medical service for folk school pupils is organized as follows: in towns the town practitioner serves as school doctor, but in bigger cities there are special school doctors. In rural districts the community physician is responsible for medical attention to school children. To assist him there is a qualified nurse for every school.

An annual allowance is reserved for medical service in State secondary schools. The pupils of the I, V, and highest forms are examined during the year. Most private schools also have a school doctor, and the inspections are carried out on the whole according to the same principles as in State schools. In some cases part of the allowance is used for financing a dental service.

In recent years much attention has been paid to tuberculosis inspection and the use of the Calmette vaccination.

Institutions of college and university levels follow the pattern set up for secondary schools.

ROLE OF YOUTH GROUPS

As a rule youth groups do not exist at the folk school level.

The activity of different associations and clubs for pupils is a prominent feature of the internal life of secondary schools. The most significant of these is the Gymnasium Society *(Suomen Teiniliitto)*, the members of which are pupils of the gymnasium. These societies organize their own meetings and parties where the members get accustomed to taking part in

meetings and to appearing in public. The supervisor or curator of the Gymnasium Society is one of the teachers. Different Gymnasium Societies form the Gymnasium Society Union of Finland, which annually arranges Gymnasium Society Days with meetings, conferences, trips for study and recreation and competitions in music, recitation, and sports, the standards of which are relatively high. The corresponding association of Swedish schools is the Swedish Union of School Youth in Finland.

Most schools have their Temperance Societies. The majority of their members are of the middle school stage. These societies seek above all to imprint the necessity of temperance on their members and they also devote great attention to a healthy way of life, as well as to the development of their members' ability to appear in public.

In many schools boys, particularly of the gymnasium, have their Physical Training Association, which provides extra facilities for games and sports and tends in all ways to develop the physical fitness of its members.

Some schools have various kinds of club activity. The clubs concentrate on different school subjects and arts, such as languages, mathematics, physics, chemistry, biology, geography, music, literature, recitation or excursions. Certain extra subjects in State schools, as for instance the school orchestra and recitation, also have the character of clubs. The mixed school of Ilmajoki has in recent years experimented by including in the curriculum certain periods for subjects related to the pupils' special interests.

In this connexion it may be mentioned that some schools have introduced self-government of pupils, with both positive and negative results.

In higher institutions there is a variety of different groups, of which none are appropriate to be specified in this connexion.

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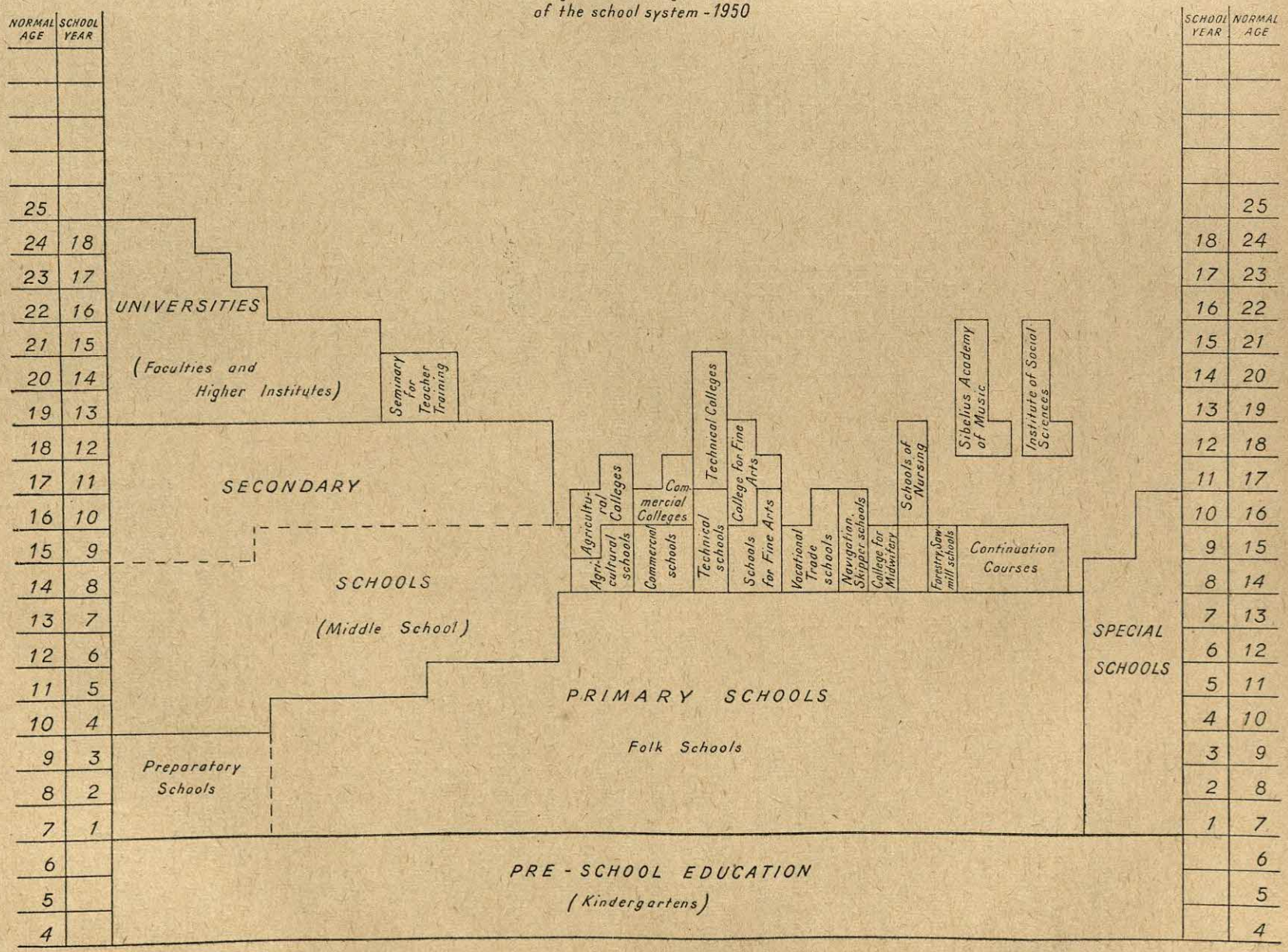
FINLAND

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Kindergarten *(Lastentarha)*	3—4	—		
Primary Education				
Folk school *(Kansakoulu)*	7	4—7[1]		School-leaving certificate
Preparatory school *(Valmistava koulu)*	7	3		School-leaving certificate
Secondary Education				
Middle school *(Keskikoulu)*	10—11	5[2]	Folk school 4th or prep. school 3rd	School-leaving certificate
All other secondary schools[3] *(Oppikoulu)*	10—11	8[4]	Folk school 4th or prep. school 3rd	School-leaving certificate and matriculation diploma
Agricultural school[5] *(Maatalouskoulu)*	15—25	1—2	Folk school 7th	School-leaving certificate
Forest and sawmill school[6] *(Metsä- ja sahateollisuuskoulu)*	20—25	2	Folk school 7th	School-leaving certificate
Technical school *(Teknillinen koulu)*	21	3	Folk school 7th	School-leaving certificate
Commercial school *(Kauppakoulu)*	13—14	2	Folk school 7th	School-leaving certificate
Trade (vocational) school[7] *(Ammattikoulu)*	13—14	2—3	Folk school 7th	School-leaving certificate
Navigation and skipper school *(Merenkulku- ja laivurikoulu)*	25	3	Folk school 7th	School-leaving certificate
School for fine arts *(Taideteollisuuskoulu)*	18	2—3	Folk school 7th	School-leaving certificate
Higher Education				
(a) Non-degree-granting colleges:				
Agricultural college[8] *(Maatalousopisto)*	—	2	Middle school or agricultural school	S.L.C. agricultural technician
Commercial college *(Kauppaopisto)*	18	1—2	Middle school or commercial school	S.L.C.
Technical college *(Teknillinen opisto)*	21	4	Middle school or technical school	S.L.C. and engineer
Seminary for teacher training *(Seminaari)*	20	2	Secondary school (matriculation examination)	S.L.C. and teacher's diploma
School for nurses *(Sairaanhoitajakoulu)*	20	3	Middle school	S.L.C. and nurse's diploma
College of midwifery *(Kätilöopisto)*	24	2	Folk school 7th	S.L.C. and midwife's diploma
College for fine arts *(Taideteollisuusopisto)*	21	1—3	School for fine arts	—
Military academy (cadet school) *(Maasotakoulu)*	21	2	Secondary school 7th	S.L.C. and grade of second lieutenant
Naval academy (cadet school) *(Merisotakoulu*	21	2	Secondary school 7th	S.L.C. and grade of second lieutenant
Air Force academy (cadet school), *(Ilmasotakoulu)*	21	2	Secondary school 7th	S.L.C. and grade of second lieutenant
Higher military academy *(Sotakorkeakoulu)*	—	—	—	—

1 From 4th class pupils may enter middle or secondary schools.
2 In a few cases 6, in still fewer cases 4.
3 Schools which lead to institutions of university level.
4 In a few cases 9, in still fewer cases 6.
5 This group contains the following sub-groups of schools, which are under the supervision of the Ministry of Agriculture: agricultural normal, farmers', smallholders', ambulatory farmers', theoretical live-stock tending, ambulatory live-stock tending, practical-theoretical live-stock tending, pig raising, poultry, horse, dairy, housewife, domestic economy, economy, garden and home industry schools.
6 Schools under the supervision of the Board of Forestry.
7 This group contains the following sub-groups of schools, which are under the supervision of the vocational training division of the Ministry of Commerce and Industry: preparatory vocational, general vocational, special vocational, central vocational and higher vocational schools.
8 This group contains the following sub-groups, which are under the supervision of the Ministry of Agriculture: farmers', smallholders', live-stock tending, dairy, garden, domestic economy, teacher training, domestic economy, economy and home industry colleges.

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
(b) Degree-granting colleges, universities and schools:				
Theology (Faculty) *(Jumaluusopillinen tiedekunta)*	19	4	Secondary school (matriculation examination)	Sacr.min.cand. /Doctor of theology
Law (Faculty) *(Lainopillinen tiedekunta)*	19	6	Secondary school (matriculation examination)	Candidate of Law /Licentiate of Law /'Vice-Notary'
Medicine (Faculty) *(Lääketieteellinen tiedekunta)*	19	6	Secondary school (matriculation examination)	Licentiate of Medicine/Doctor of Medicine (Odontology)
Pharmacy (Institute) *(Farmasseuttinen laitos)*	19	2	Secondary school (matriculation examination)	Pharmacist
History-Philology (Faculty) *(Historiallis-kielitieteellinen tiedekunta)*	19	4	Secondary school (matriculation examination)	Master of Science /Doctor of Science
Political science (Faculty) *(Valtiotieteellinen tiedekunta)*	19	3—4	Secondary school (matriculation examination)	Master of Political Science/Doctor of Political Science
Physics-mathematics (Faculty) *(Matemaattis-luonnontieteellinen tiedekunta)*	19	4—5	Secondary school (matriculation examination)	Master of Science/Doctor of Science
Agriculture forestry (Faculty) *(Maatalous-metsätieteellinen tiedekunta)*	19	3—4	Secondary school (matriculation examination)	Agronomist /Forest-keeper / Candidate of Agriculture and Forestry
Gymnastics (Institute) *(Voimistelulaitos)*	19	2	Secondary school (matriculation examination)	Gymnastics teacher
Engineering-architecture (Institute of Technology) *(Teknillinen korkeakoulu)*	19	4—5	Secondary school (matriculation examination)	Dipl.-Engineer /Dipl. Architect / Doctor of Technology
Veterinary science (Institute) *(Eläin lääketieteellinen korkeakoulu)*	21	6	Secondary school (matriculation examination)	Licentiate of Vet. Science / Doctor of Vet. Science
Senior teacher-training school *(Opettajakorkeakoulu)*	22	2	Secondary school (matriculation examination)	—
Commerce *(Kauppakorkeakoulu)*	19	2—3	Secondary school (matriculation examination)	Economist /Candidate of Economy / Doctor of Economy
Institute of social sciences *(Yhteiskunnallinen korkeakoulu)*	22	1—3	—	—
Sibelius Academy (of music) *(Sibelius-akatemia)*	22	1—5	—	—

40. Summary of School Statistics
Number of institutions, teachers and students in 1936/37 and 1948/49

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1936/37		1948/49		1936/37		1948/49	
	1936/37	1948/49	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Kindergartens, public and private	...	152	...	...	480	...	...	...	12 886	...
Primary										
Folk schools, public	6 027	6 051	17 670	11 088	19 384	12 550	477 620	233 811	481 392	232 944
Preparatory, private	42	10	150	144	47	43	1 770	899	683	344
Secondary										
Middle schools, public	27	25	355	254	432	298	4 665	3 993	6 773	5 678
Middle schools, private	63	110	442	236	983	522	6 032	3 433	14 169	8 520
Higher secondary, public	63	74	1 188	492	1 771	884	19 886	7 745	31 272	14 355
Higher secondary, private	79	108	1 320	727	1 961	1 163	20 052	11 658	35 526	21 993
Technical										
Agricultural	246	301	348	158	548	341	7 770	5 242	7 287	4 949
Forestry and sawmill schools	7	7	30	—	58	—	350	—	409	—
Commercial	33	34	207	...	230	79	2 624	...	2 378	1 713
Technical	14	16	[1] 182	...	[1] 304	...	1 538	...	2 722	...
Vocational trades	53	99	526	...	997	305	6 730	...	9 142	3 432
Navigation schools	6	4	13	—	34	1	384	—	173	—
Fine arts	1	1	38	—	41	3	375	102	311	148
Technical (Higher)										
Agricultural	12	14	58	42	86	71	413	151	671	384
Commercial	10	20	86	...	164	47	863	...	1 366	633
Technical	2	4	[1]...	[1]...	[1]...	[1]...	354	...	1 266	...
Nursing and midwifery	...	12	...	...	70	...	...	...	...	...
Fine arts	1	1	34	6	44	12	139	111	221	153
Teacher training										
Teacher training schools	12	9	108	51	116	57	1 246	775	1 536	850
Higher teacher training schools	1	2	22	...	54	...	129	...	449	...
Higher										
Universities	3	3	400	...	598	...	[2] 6 513	[2] 2 135	10 400	4 269
Technical and professional [3]	6	8	265	...	520	...	2 353	652	4 746	1 182
Special										
Schools for the blind	2	2	28	17	41	26	138	59	134	51
Schools for deaf-mutes	6	6	90	59	89	63	587	255	495	223
Schools for mentally deficient children	15	21	55	41	98	77	788	282	1 132	393
Schools for physically handicapped children	1	1	8	5	7	5	62	30	91	42

Source. Unesco questionnaire EDUC/67; additional data from the Central Statistical Office of Finland.
Note. Data refer to full-time institutions, teachers and students.

[1] Technical secondary schools and higher colleges operate with the same teachers.

[2] Excluding students in the faculty of pharmacy at Helsinki University.

[3] Three commercial academies, Institute of Technology, Sibelius Academy, two institutes of social sciences (1 in 1936/37) and Institute of Veterinary Science (not in existence in 1936/37).

41. Higher Education
Number of teachers, students and degrees awarded, by faculty and by sex, in 1948/49

Faculty	Number of faculties	Teachers	Students enrolled			Degrees awarded		
			Total	Male	Female	Total	Male	Female
All faculties	**21**	**957**	[1] **13 341**	**7 818**	**4 562**	**1 783**	**1 117**	**666**
Theology	2	21	[2] 341	226	83	16	13	3
Law	1	28	1 753	1 517	236	[3] 186	150	36
Medicine (incl. dentistry)	2	143	[4] 1 043	589	386	[5] 165	71	94
Pharmacy	1	3	387	95	292	255	30	225
History—philology	3	149	[6] 2 566	508	1 738	120	46	74
Political science	2	28	[7] 940	637	224	67	52	15
Physics—mathematics	3	124	[8] 1 699	859	559	56	40	16
Agriculture and forestry	1	74	1 345	954	391	[9] 308	252	56
Gymnastics	1	8	145	76	69	54	33	21
Engineering and architecture	1	283	2 227	2 031	196	355	334	21
Engineering—chemistry	1	13	181	...	...	12	12	—
Veterinary science	1	19	84	79	5	29	28	1
Social science	2	64	630	247	383	160	56	104

Source. Unesco questionnaire EDUC/67; additional data from the Central Statistical Office of Finland.
Note. Data refer to the universities of Helsinki, Abo and Turku; the Institute of Technology; the Institute of Veterinary Science; and institutes of social science.

[1] Including 961 (291 female) students not distributed according to sex within each faculty.
[2] Including 32 students undistributed by sex.
[3] Of which 51 students (25 female) passed lower examinations and 135 (11 female) passed higher examinations.
[4] Including 68 students undistributed by sex.
[5] Of which 62 students (48 female) received degrees in dentistry.
[6] Including 320 students undistributed by sex.
[7] Including 79 students undistributed by sex.
[8] Including 281 students undistributed by sex.
[9] Of which 141 (50 female) agrarian, 135 (1 female) forestry, and 32 (5 female) higher agro-forestry examinations.

42. Public Expenditure on Education in 1948
(in thousand markkas)

Source of revenue	Total	Central administration	Pre-school and primary education	Secondary and technical education	Higher education	Other[1]
Public School Education	**6 742 585**	**19 745**	**4 064 488**	**1 703 320**	**366 370**	**588 662**
Contributions from the Central Government:						
From budget of Ministry of Education	5 402 638	15 219	3 799 541	773 836	228 667	585 375
From budget of Ministry of Agriculture	210 407	—	—	201 835	8 572	—
From budget of Ministry of Industry and Commerce	462 266	—	—	391 157	71 109	—
Additional expenditure caused by rise of salaries and expenditure on rebuilding of school houses destroyed during the war	667 274	4 526	264 947	336 492	58 022	3 287

Source. Unesco questionnaire EDUC/67; additional data from the Central Statistical Office of Finland.
Note. Official exchange rate in 1948: 136 mk.=U.S.$1.00.

[1] Including grants to Lutheran and Orthodox Churches, subsidies for promotion of culture, expenditure on State library serviceand archives, archeological commission, sport, etc.

FRANCE

Total population
(estimate: mid-year 1949)
41 550 000

Based on publications and documents provided by the French National Commission for Unesco and the Centre national de documentation pédagogique, Paris

The educational system of France comprises both public schools, run by the State, and private or independent schools, belonging to private persons or to religious bodies. Although most of the public schools are under the control of the Ministry of National Education, a certain number depend on other Ministries. This is true of agricultural schools, the State higher professional schools (for engineers, officers, etc.), special schools for the disabled, reformatories, the school system of the oversea territories and French educational institutions in foreign countries.

The schools depending on the Ministry of National Education are divided into 'educational ladders' *(ordres d'enseignement)*; despite important changes achieved during the past two decades, this classification is still far from being co-ordinated so as to show a clearly defined educational pattern. The co-existing *ordres* or systems are more often parallel to one another, in a vertical sense, than planned parts of a single organization and therefore require some general explanation.

The present structure is the result of historical evolution in which the medieval university with its colleges gave rise to our higher and secondary schools, and these in turn were completed by a system of primary education, in consequence of the ideal dear to the revolutionary law-makers: that education is a State function and that 'public instruction be common for all citizens, free... and divided into three progressive stages'. This aim was embodied in the structure worked out by Napoleon I, but during the nineteenth century each of the three stages tended to develop in isolation. The result was a set of superimposed systems, catering for different social classes. The tendency at present is to return to the original plan of progressive stages, but no comprehensive law has yet been passed to bring about the rational grouping of the stages, of the specialized schools and of the institutions that remain outside the system.

ADMINISTRATION AND FINANCING OF PUBLIC EDUCATION

ADMINISTRATION

Public education is centralized. It falls under the Ministry of National Education with a permanent establishment of five directorates: general administration (including a section for school buildings and the national centre for educational documentation) and four directorates each of which administers the schools of one stage with regard to teaching, staff and equipment.

For school administration France (including the *départements* of Algeria) is divided into 17 regions or *académies* with a rector in charge of each as representative of the Minister and thus acting on behalf of all the directorates of the Ministry. At the level of the county or *département* the rector and the Minister are represented by an inspector of the *académie* in the local capital; he has the function of county director of education. Curricula, the recruitment and training of teachers are uniform for the country as a whole. The State alone has the right to grant certificates and degrees, even for pupils in private schools.

This strong centralization is, however, modified at every level—Ministry, *académie*, *département*—by the action of partly elected bodies: councils, committees and commissions which are consulted by the Minister or his representatives before any important decision is taken. On the national plane mention should be made of the Higher Council for National Education and the Councils for teaching *(conseils d'enseignement)* which have an advisory function in major educational questions; and the technical and administrative joint committees which study the status of teachers and defend their professional interests. (The Higher Council is also apprised of misconduct by teachers and gives a final verdict.)

Lastly, it may be noted that the directors within the Ministry are usually chosen from senior officials coming from university rather than from administrative ranks.

INSPECTION

The inspectorate is a body of senior officials, the inspectors-general of national education. They visit schools and educational services, report on the staff, and submit their findings to the directors and the Minister. They are also charged with working out curricula and recommending the most suitable teaching methods. These inspectors-general are grouped according to the *ordres* or systems they supervise, and each of them specializes within the group.

BUDGET

With compulsory schooling from 6 to 14 years of age, the public primary school system has to be free. Free education has also been extended to the secondary and technical schools and secondary agricultural schools. Students enrolled for higher and artistic education pay small fees. The cost of the public educational system is largely borne by the budget of national education: all staff, both administrative and teaching, are paid by the State; and the State either bears the initial and upkeep costs of school premises (sometimes with the help of *départements* and cities) or else makes a grant-in-aid towards the costs of primary schools run by municipalities. In 1950 the national budget for education amounted to 132,161 million francs, of which 69,277 millions were for primary, 21,052 millions for secondary education and 19,225 millions for technical education and apprenticeship.

ORGANIZATION OF THE PUBLIC SCHOOL SYSTEM

PRE-SCHOOL AND PRIMARY EDUCATION

Primary education *(enseignement du premier degré)* is taken to include also pre-school education. It is still regulated in the main by the laws of 1881, 1882 and 1889, amended by the law of 1936 which raised the school-leaving age from 13 to 14 years.

Pre-school education is provided by independent nursery schools and by infant classes attached to primary schools which take children from 2 to 6 years of age. Attendance is optional. These institutions—the first was founded in the eighteenth century—have often been in the vanguard of educational reform. They are inspired by the work of Montessori and Decroly and their premises and equipment are designed with these aims: to train the child's first faculties, develop his powers of observation, and cause him to live in a family atmosphere where order and discipline may be learnt. Attendance has increased considerably since the Liberation, and the schools are performing a growing social service in that they help to shape children's health habits and social behaviour and allow of medical and dietetic supervision. The final (third) class of the nursery school introduces elementary learning of the 3 R's.

Elementary primary schools provide the education that is compulsory by law—hence they are free, lay and neutral. Their purpose, defined in a series of ministerial instructions down to 1945, is an attempt to combine practical and liberal objectives. Although education 'of the first degree' is now integrated at its level with the rest of the educational structure, it still shows signs of being a complete system on its own. The subdivisions are: a preparatory section (6 to 7 years of age), an elementary course (from 7 to 9 years), a middle course (from 9 to 11 years) a higher course (from 11 to 12 years) and a school-leaving course (from 12 to 14 years). The studies comprise 30 classroom hours per week and lead to the primary school certificate usually taken at 14. An entrance examination, taken at the age of 11 or 12 years, allows pupils who wish to do so to pass to the first grade of a secondary school or to complementary classes.

The elementary classes of the *lycées*, formerly fee-charging and separate in curriculum, are now identical with other primary classes both in their curricula and in the recruitment of teachers.

Complementary schools (cours complémentaires) attached to the primary stage provide a short modern course of four years duration. In rural areas they are theoretically set up in the chief town of the canton; a large number exist also in large cities. The schools comprise four classes, termed 6th, 5th, 4th and 3rd as in the *lycées*, and their programmes are similar to those of equivalent classes in modern courses. The weekly timetable contains 27 classroom hours. Pupils are admitted by entrance examination and take a terminal examination, either an elementary certificate *(brevet élémentaire)* or a lower secondary certificate *(brevet d'études du premier cycle du second degré)*. Some of them pass on to secondary schools where they are accepted in the second class (i.e., fifth grade), or take the entrance examination for normal schools. Some complementary schools have

developed vocational sections (technical, commercial, home economics, agricultural) beside their general education. These institutions vary greatly in scope and size. While their technical equipment is not always adequate, the educational value of the teaching, which is usually flexible in method, tends to gain thereby; and their contribution to the national life is considerable.

SECONDARY EDUCATION (ENSEIGNEMENT DU SECOND DEGRÉ)

The secondary schools comprise the State *lycées* (numbering 238) and the municipal *collèges* (numbering 659—294 classical and 365 modern). The distinction between them refers to administration rather than to the content and method of their teaching. Among the *collèges*, no sharp differentiation occurs: some modern *collèges* have classical sections, and classical colleges provide modern courses. Although certain modern *collèges* have still only the four classes of the first cycle, the general pattern is a seven-year course (from 11 to 18 years of age). Classes are numbered progressively from 6th to 1st, with a terminal year (mathematics, science or philosophy); these fall into two cycles—the first, or cycle of general education and direction-finding (6th class to 3rd),[1] and the second, or cycle of specialization (2nd, 1st and terminal classes). The first differentiation occurs in the 4th (beginning of Greek, of a second modern language or of physical science) and in the 2nd the classes are set up with a view to preparing for the first part of the *baccalauréat* examination—four distinct sections, A (Latin, Greek, a modern language), B (Latin, a modern language), C (Latin, two modern languages) and Modern (two modern languages), with a programme of French, history and geography common to all four and a programme of mathematics, physical and natural sciences varying from section to section. The terminal class is a preparation for the second part of the *baccalauréat* and is divided into philosophy, experimental sciences and mathematics; this class, a distinctive feature of French education, is aimed at enabling the pupil to synthesize the knowledge he has gained so far. The intention of the whole secondary system—defined by ministerial instructions of 1938—is not so much to pass on factual information as to train personality and to develop a scientific and critical turn of mind. The *baccalauréat* which caps secondary school studies is also the first university degree and gives access to higher education. A special feature of the French system is the existence of preparatory classes for the *grandes écoles* (upper first, special mathematics, etc.).

Experimental classes with limited enrolment, termed 'new classes' and based on active methods, are to be found from the 6th to the 3rd; both pupils and teachers are volunteers. By encouraging pupil participation and developing a sense of responsibility these classes emphasize both individual growth (including a skill in inventiveness) and group feeling. Results so far achieved have been encouraging. Some experimental *lycées* consist entirely of 'new classes'.

HIGHER EDUCATION

Controlled mainly by the laws of 1893 and 1896, higher education comprises several classes of institutions.

The Universities. Each of the 17 *académies* has a university with faculties of arts, science and, as a rule, law. Ten universities have separate or combined faculties of medicine and pharmacy. The University of Strasburg contains also two faculties of theology (Catholic and Protestant). The teaching in all faculties consists of courses, lectures and practical work. Before they can begin a course, students have to comply with the formalities of 'immatriculation', which requires no certificate, and of enrolment, or the right to take examinations, which requires the *baccalauréat* or its equivalent. In the faculties of arts and science the examinations taken and degrees conferred are the *licence* (two or three years of study), the *diplôme d'études supérieures* (one year after the *licence*) and the *doctorat d'Etat* (after several years of research leading to two theses). The scaling of degrees is slightly different in law faculties and considerably so in medicine and pharmacy. University degrees and doctorates are conferred on foreign students. Finally, the faculties of arts and science prepare students for the different *agrégations* (competitive examinations) which confer the right to teach in secondary schools, and the law faculties may lead to the *agrégations* in law and economics required of lecturers in these subjects.

A dean is at the head of each faculty, assisted by a faculty council. The University Council, presided over by the rector, consists of the deans of the several faculties. While sharing the centralized structure of French education, the faculties enjoy comparative autonomy.

The State Higher Professional Schools (grandes écoles) are State institutions set up by various ministries to provide a specific training for students. They are designed to furnish the senior staff needed for admi-

[1] A *brevet d'études du premier cycle* may be taken at the end of the 3rd class.

nistration, education, the army, technical services, etc. Entrance by competitive examination is rendered difficult through the high standard expected and the small percentage of passes granted. Some of the institutions depend on the Ministry of National Education—such as the *Ecole normale supérieure*, the Sèvres, St. Cloud and Fontenay-aux-Roses *ecoles normales supérieures*, the *Ecole nationale des Chartes*, the *Ecole centrale*, and so on; others like the *Ecole nationale d'administration*, the *Ecole nationale de la France d'outre-mer*, the *Ecole polytechnique* and various military colleges are run by other Ministries. At the end of the course students take either an internal examination or an examination within the university framework; as a rule the school grants a special diploma.

Certain higher institutions for research work are open to specialized students who are freed of the normal entrance examinations. These are the *Collège de France*, the National Museum of Natural History, the Paris Observatory, the National School of Modern Oriental Languages, etc.

Higher education in the arts is given by the National Higher School of Fine Arts (painting, sculpture, architecture) and eight affiliated regional schools of architecture, by the National Higher School of Decorative Arts (drawing, painting, sculpture, architecture) which provides an education for creative artists, by the Louvre School, the National Conservatory of Music and the National Conservatory of Dramatic Art.

SCIENTIFIC RESEARCH

The National Centre for Scientific Research (CNRS) carries out a number of research projects requiring a staff of highly competent workers in research outside the ranks of higher education and recruited from a wider range of applicants. Admission is granted on the recommendation of a board, and those accepted are given full-time salaries with limited duties and the possibility of pursuing their work with adequate equipment and laboratories. Research covers a wide range of fields and the results are published.

THE PRIMARY NORMAL SCHOOLS

Suppressed during the occupation, the primary normal schools were re-opened at the Liberation. Students spend two years in preparing for the *baccalauréat* and two further years in professional training which comprises general subjects of practical use, child psychology, teaching method and one month's practice teaching each quarter. A number of students who have already obtained the *baccalauréat* enter the schools by way of competitive examination. At the conclusion of the course a normal schools certificate is taken; holders are to be exempted from the teacher's certificate *(certificat d'aptitude pédagogique)*.

The teaching staff of normal schools are expected to have the same qualifications as teachers in *lycées* and *collèges*.

SPECIAL EDUCATION

Open-air schools are set up in the countryside for sickly children who are free of infectious disease. The teachers are qualified by a special certificate. Classes are small, and an important place is given to medical and corrective gymnastics. Similar schools exist in children's sanatoria and preventoria.

Schools for backward or abnormal children (écoles de perfectionnement) have been established by the directorate for primary education (about six per cent of primary school enrolment). Some independent schools have boarding establishments. A medical commission selects children for placement in the classes. Teachers are specially qualified; and a class may not contain more than 15 children. Manual work and domestic tasks occupy a large place in the teaching, which is directed generally towards developing to the full the pupil's abilities.

TECHNICAL EDUCATION

With a distant origin (the Conservatory of Arts and Crafts was founded in 1794, the Central School of Arts and Manufactures in 1829, the first national vocational schools in 1881 and 1882), technical education has developed mainly in the last quarter century, and was not given a legal basis until a law of 1919. With the general purpose of serving the needs of commerce and industry, technical education makes up one of the teaching systems in national education, and thus falls under rectors and *académie* inspectors, aided by technical advisers. Vocational guidance services also fall within its scope; a guidance centre is supposed to be maintained in each *département*.

Technical education corresponds to three objectives:

Training of qualified workers, in the industrial and commercial trades. This is provided by:

Apprenticeship centres, the first of which were set up in 1939; pupils of both sexes enter at the age of

14 on leaving primary school. Tuition is free and maintenance bursaries are provided. In the courses of three years' duration, vocational training proper is supplemented by general education. Practical periods in the workshops make up the main part of the curriculum, and here an effort is made to provide for intelligent rather than automatic learning.

Vocational courses organized by municipalities or private bodies.

Vocational training sections in private firms.

These studies lead to a certificate of proficiency.

Training of middle ranks of industry and commerce (those exercising supervisory functions):

Technical *collèges* take pupils at the age of 14 who wish to qualify as foremen or senior clerical workers in specialized or local industries. Some of the pupils go on to the national schools of engineering or take the technical *baccalauréat.* The commercial sections provide training in distributive activities, and instruction is given in home economics and dressmaking for girls. Teaching is divided between the workshop or office and the classroom.

Technical streams exist in the *lycées* or modern *collèges* and vocational sections in the complementary schools.

Craft schools, comparable to technical *collèges*, are often set up by trade organizations. They are run with the assistance and under the supervision of the State.

The vocational schools of the City of Paris. Entry is by competitive examination, and courses last four or five years. These technical colleges have a high standard and are in fact schools of applied arts (related to books, furniture, general and precision machines, wrought-iron work, dressmaking and fashion, etc.).

National vocational schools provide a course terminated by a certificate *(brevet);* they prepare pupils for the national schools of engineering and the technical *baccalauréat.*

Training of higher ranks. This education is provided:

In commerce, by the School of High Commercial Studies, the higher commercial schools and the School of Advanced Commercial Teaching for girls;

In engineering, by the national schools of engineering;

By the National Conservatory of Arts and Crafts which with its specialized institutes provides higher education in the applied sciences.

The pattern of technical education is thus as complex and haphazard as the needs which have shaped it; at present an attempt at co-ordination is revealed by the setting up of an inter-Ministerial committee.

Extension work. This is designed to complete the vocational and general education of young people leaving the primary school and it is suited to local living conditions and seasonal needs.

Continuation courses in agriculture and home economics are obligatory for boys and girls between 14 and 17 years of age when they take up farming and do not continue beyond the primary school.

Seasonal schools of agriculture, fixed or mobile, provide general and agricultural education for farmers.

Rural home economics schools for girls give courses from four to nine months long to help pupils carry out their household and farming tasks.

An apprenticeship training is provided by the centres of agricultural apprenticeship which are designed especially for young people in urban areas.

Middle level education. Thorough vocational education is given by the practical schools of agriculture and the specialized schools of agriculture for boys from 14 to 18 years of age who come from primary or lower secondary schools.

The regional agricultural schools have a technical and general course to the level of the first part of the *baccalauréat.*

Higher education in agriculture. The National Agronomic Institute recruits students by a competitive examination which requires two years of preparation after the *baccalauréat.* Courses last for three years, two of which are spent in one of the practical schools (national schools of forestry, rural engineering, horse breeding, and the Higher National School for applied tropical agriculture) and one year at the Institute itself; on completing the course students receive the diploma of agronomic engineer.

The four national schools of agriculture recruit students by competitive examination after the *baccalauréat.* They provide a course that is largely practical and experimental, and confer the diploma of agricultural engineer.

The national school of agricultural industries trains technicians for farm processing industries.

National veterinary schools train veterinary doctors.

ADULT EDUCATION

Evening courses for adults are considerably reduced in comparison with the period 1890-1900; the main causes for this are the extension of education, the dislike shown by young people for meetings that are

too distinctly scholastic, and the development of the radio. Although the State does not undertake education in this field, it has set up a number of centres for popular education which are placed at the disposal of private associations. The most important of these bodies, the French League for Education *(La ligue française de l'enseignement)*, works in collaboration with the Ministry of National Education. However, it is the public school which remains the cultural centre in most of the French countryside and small towns; much depends on the character of the teacher, who may play the part of inspiring the organization of courses and a variety of activities. Young people in rural areas return willingly to the school for courses in drawing and dressmaking, for cinema shows and lectures. Lastly, agricultural and home economics education, especially of a mobile type, has grown considerably.

PRIVATE SCHOOLS

Education is a public service, but this public service does not have a monopoly of schooling. Beside the schools set up and paid for by the State, the *départements* and the municipalities, there exist private schools set up and maintained by private persons, associations, religious bodies, trade unions, etc.

The right of private persons or bodies to open schools of various levels is recognized by the laws of 1850 (secondary schools), 1875 (higher), 1886 (primary) and 1919 (technical).

While the law recognizes this liberty it nevertheless reserves a measure of control for the State—not over teaching methods, but limited to ensuring that instruction is not contrary to law and morality and that it is given under healthy conditions. The State makes no demands for the qualifications of teachers in higher education; in the secondary school system the principals must have a *baccalauréat* and five years of practical experience in public or private schools, but no regulation is made for the teachers; in technical and primary schools, diplomas or *brevets* are required of principals and teachers. Certificates granted by private schools usually have no official standing, and the need for preparing their pupils for State examinations thus leads these schools to align their curricula with those of public schools.

Some 1,600 secondary schools are private; in higher education there are five Catholic and three Protestant faculties, as well as a number of specialized institutions such as the Free School of Political Science. Finally, an important part of artistic education is of a private nature.

SCHOOL BUILDINGS AND SUPPLIES

Since the building, upkeep and equipping of primary schools is a municipal responsibility there are great differences in the standards achieved. Except for a few *lycées* most secondary school buildings belong to the cities or, less often, to the *départements* which are responsible for their upkeep. As in the case of primary schools, the State subsidizes repairs and new buildings. The *lycées* differ from *collèges* in having their own budgets, drawn from fees, by which they finance upkeep. The growth of the secondary school population since 1939—at which time buildings were already inadequate in number and quality—has combined with war damage and building restrictions to produce an extremely serious problem.

TRAINING AND STATUS OF TEACHERS

The teaching body comprises some 200,000 members at various levels: 160,000 primary school teachers *(instituteurs, institutrices)*; 20,000 secondary school teachers with qualifying certificate or *agrégation* (about one quarter are *agrégés*), helped by 5,000 assistant teachers and supervisors; 6,000 technical school teachers and assistants; 3,000 professors, lecturers and assistants for the faculties and institutes of higher education. To these figures should be added the staffs of the State higher professional schools and institutions for artistic and agricultural education.

Teachers enjoy the same security and system of retirement as public servants. Promotion is partly dependent on the individual, in terms of the reports made on him by the Inspector-General, the *academie* inspector and the headmaster; but it is determined more by length of service, and this gives it, especially in the primary and secondary schools, an automatic quality. The Higher Council for National Education is a final disciplinary court of appeal for teachers threatened with serious sanctions; and the administrative joint commissions, on which teachers are represented, have the function of proposing to the Minister all administrative decisions regarding individual teachers (appointment, transfer, promotion and sanctions). This system gives teachers a genuine independence which is reflected in their teaching.

Primary school teachers are recruited within the framework of the *département* and appointed by the rector of the *académie*. They have to have the higher *brevet* or the *baccalauréat* and the certificate of aptitude for teaching. With the exception of some exempted assistant teachers, they are graduates of the primary normal schools. A certain number of the women teachers specialize for work in nursery schools.

Secondary school teachers must possess at least the so-called *licence d'enseignement*, and those classed as *professeurs* must have passed the competitive qualifying examination for secondary school teaching (they are then *professeurs certifiés*) or the competitive *agrégation* examination set up for recruiting *lycée* specialists. It may be remarked that specialization is basic to the recruitment of secondary school teachers.

In universities teaching is done by ranking professors, lecturers and *agrégés*. They are helped by a variety of assistants and laboratory staff. Universities also make use of selected secondary teachers in the capacity of *professeurs chargés de cours*. Recruitment for the staff of the State higher professional schools varies considerably.

A higher normal school for technical education trains teachers for technical colleges and vocational schools.

The National School for rural home economics teaching provide staff for agricultural education.

ORGANIZATION OF SCHOOL HEALTH SERVICES AND PHYSICAL EDUCATION

SCHOOL HEALTH

Since the Liberation, medical inspection of primary schools has been completely reorganized. Each new pupil is given a thorough examination by the staff of school doctors and assistants, and personal health records are maintained throughout his schooling. School canteens serve meals to pupils who are unable to return home at mealtimes. In secondary schools the pupils are examined quarterly and their weight and tuberculosis reactions measured. Families are warned of any case that needs special attention. At all educational levels pupils, students and teachers are mass-examined radioscopically for tuberculosis.

PHYSICAL EDUCATION

This is compulsory for all pupils to the extent of two and a half hours per week in primary schools, two hours of physical training and games with a further three hours in the open air for secondary schools.

The primary school lessons are given by the teachers who have studied sports at the normal school and have completed a training course. For the secondary school specialized staff are used.

All candidates for the primary school-leaving certificate have to take the tests for the school sports *brevet*. In 1949, 400,000 pupils took part.

Optional examinations in physical education form part of the *baccalauréat* and provide bonus credits in the oral examination.

Physical education teachers *(professeurs)* are trained in the two higher normal schools for physical education (men and women), by a course lasting three years. Assistants receive a one-year course in normal schools for physical education. Preparatory courses for these normal schools are given by regional centres which also train coaches and other staff for sports societies.

ROLE OF YOUTH MOVEMENTS

Since these movements are founded spontaneously by groups of young people for the practice of artistic, sporting or intellectual activities, or for the pursuit of education serving some particular ideal, they have so varied a pattern that State intervention can be no more than accessory. As a general rule the movements expect active participation of their members; and freedom to join or to leave is the result.

The State and local authorities adopt the policy of respecting the philosophic, political or religious liberty of these movements; assistance is granted by way of premises and equipment, reductions for transport and subsidies towards the training of leaders, one of the major problems the movements face.

The General Directorate for youth and sport and the inspectors for youth and sport on the staffs of rectors and *académie* inspectorates have the function of studying the form of State aid. Rural centres, youth movements, holiday camps, sporting or artistic associations (such as *jeunesses musicales*) and the Scouts play a considerable role in education. They add to formal schooling an element of group life which removes the individual from the familiar daily round and enables him to carry on realistic activities of his own choice.

RECENT TRENDS

The problem that now confronts French education is to give fresh vigour, by adaptation to the modern world, to a system that is historically old. After the first world war a movement in this direction developed and led to the Jean Zay scheme of reform (1937). Following the Liberation a Ministerial Commission, headed first by Paul Langevin and then by Henri Wallon, took up the work which the second world war had not completely interrupted: the essence of its report was embodied in the Delbos Bill on the reform and status of public education (1949).

The reforming trend derives from an urge to harmonize the different systems of education by removing vertical distinctions; this will make it possible to combine the elements of education into a single school system open to all but varied to suit varied needs. Specialization in terms of pupils' aptitudes and tastes should provide each with an education designed to develop his personality. At the same time the selection of pupils based on social classes is eliminated and all occupations and professions are given equal standing. The division into cycles of direction-finding *(orientation)* and specialization *(détermination)* should enable pupils to make their way both at school and in a career.

The reorganization of higher education corresponds to similar needs. It appears urgent to differentiate the function of professional training from the related functions of a liberal education and of training for research purposes. A first step has been taken with the setting up of the *année propédeutique* which places the student in touch with occupational reality for a year before he enters the university. A number of tasks still remain: to group afresh and co-ordinate university studies, both theoretical and technical; to organize—or grant autonomy to—certain fields of study, such as the sciences of economics and education, which do not occupy a place proportionate to modern needs; and to define the specialized relationship of the *grandes écoles* to the universities.

Now that the methodological basis has been worked out, the main condition for educational reform is an adequate budget: raising the school-leaving age to 18 years—recommended in the Langevin plan—and the extension of active methods—resulting in increased classes—both raise the issues of school buildings and staff. It is equally important to 're-value' the teaching staff if French education is to preserve the quality of its teaching.

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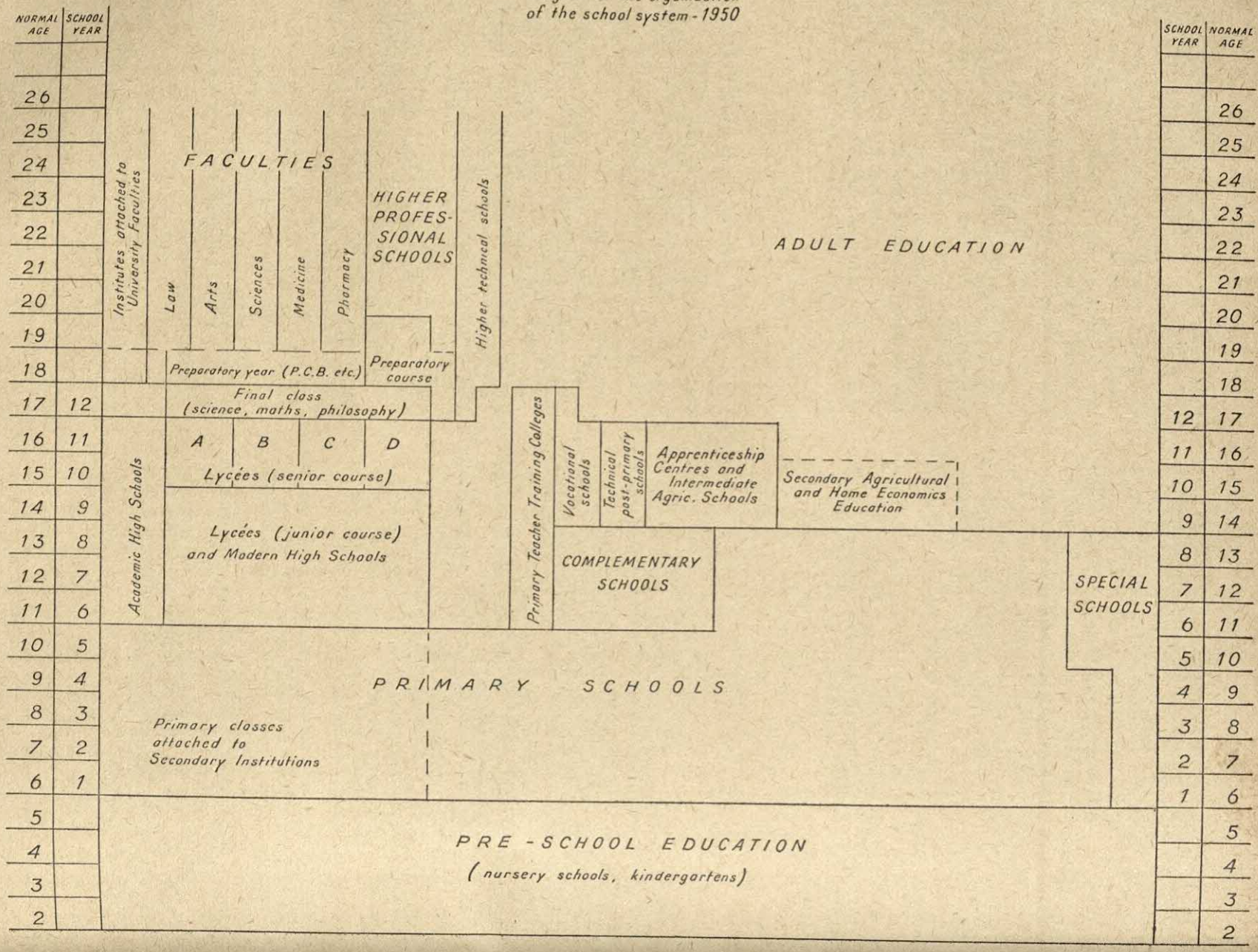
FRANCE

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Nursery schools	3	—	Home	—
Primary Education				
Elementary primary schools	6	8	Home or nursery school	Primary school certificate
Primary classes of secondary schools	6	5	Home or nursery school	Primary school certificate
Secondary Education				
Lycées and classical *collèges*	11	7	Primary schools (public or private)	*Brevet* of first cycle (end of 3rd class) *Baccalauréat* part 1 (end of 1st class) *Baccalauréat* part 2 (end of terminal class)
Modern *collèges*	11	7	Primary schools (public or private)	*Brevet* of first cycle (end of 3rd class) *Baccalauréat* part 1 (end of 1st class) *Baccalauréat* part 2 (end of terminal class)
Complementary schools	11	4 or 5	Primary schools (public or private)	*Brevet* of first cycle, also called *brevet élémentaire*
Technical colleges (industrial and commercial	14	4 or 5	Primary schools (public or private)	Technical *baccalauréat* Vocational diplomas
National vocational schools	13	4 or 5	Primary schools (public or private)	Vocational *brevet* or technical *baccalauréat*
Apprenticeship centres	14	3	Primary schools (public or private)	Certificate of proficiency
Secondary agricultural schools	14	3	Primary schools (public or private)	School-leaving certificate or diploma
Regional schools of fine art	14	3	Primary schools (public or private)	School-leaving certificate or diploma
Normal schools for primary teachers	16	3	Higher primary or secondary school	Certificate of teaching proficiency (being superseded by normal school-leaving certificate)
Higher Education				
(a) Non-degree-granting colleges: (Not of university status)				
(i) Depending on Ministry of Education:				
The *Ecole normale supérieure* and Sèvres *Ecole normale supérieure*.	20	3 or 4	Secondary school	Students take the various *licences*, *diplomes d'études supérieures* and *agrégation*
Higher normal schools (St.Cloud and Fontenay-aux-Roses), and higher normal schools for technical or physical education.	20	3	Secondary school	Preparation for teaching in normal schools or for teaching technical subjects or physical education
Schools and institutes of chemistry	20	—	Secondary school	Diploma of chemical engineer
(ii) Depending on other Ministries:				
National School of Administration	25—30	3	Secondary school	Civil administrator in the Ministries
National School of France Overseas	20	3	Secondary school	Administrator in territories of French Union
National higher schools of mines (Paris and St.Etienne).	20	3	Secondary school	Mining engineer
National School of Bridge and Road-building.	20	3	Secondary school	Bridge and road engineer

Types of schools	Norma entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Central School of Arts and Manufactures	20	3	Secondary school	Arts and manufactures engineer
National Agronomic Institute	20	3	Secondary school	Agronomic engineer
National School of Agriculture	19	—	Secondary school	Agricultural engineer
Special Military School Naval School Air School	20	2	Secondary school	Sub-lieutenant or ensign
Polytechnic School	20	3	Secondary school	Sub-lieutenant and engineer
Scientific and technical schools	20	various	Secondary school	Various diplomas
National Higher School of fine Arts	20	—	Secondary school	Architect, etc.
(b) Degree-granting colleges, universities and schools:				
Faculties and schools of law	19	various	Secondary school	*Baccalauréat*, *licences*, *doctorats*, *agrégations* in law; *doctorats* in economic sciences
Faculties of arts	19	various	Secondary school	*Licence ès lettres*, *diplôme d'études supérieures*, *doctorats*, *agrégations*
Faculties of science	19	various	Secondary school	*Licence ès sciences*, *diplôme d'études supérieures*, *doctorats*, *agrégations*
Faculties and schools of medicine (medicine, dental surgery, midwifery, veterinary)	19	various	Secondary school	*Diplômes* and *doctorats*
Faculties of pharmacy	19	various	Secondary school	*Diplômes* and *doctorats*

Footnotes to Table 43.

1 Primary classes in secondary schools, public and private, are included with the latter, as they do not form independent units.

2 Including private nursery and private complementary course teachers.

3 Teaching staff is included in secondary schools.

4 The complementary courses do not form independent units and are usually attached to primary schools.

5 The higher elementary schools were reorganized in 1943 as *Collèges Modernes* and in 1948/49 are included with public secondary schools.

6 The vocational centres were organized in their present form in 1945.

7 The technical schools correspond to the pre-war schools of commerce and industry, *Ecoles pratiques de commerce et d'industrie.*

8 Including regional schools of agriculture, specialized schools of agriculture and national schools of milk industry.

9 Teaching staff including professors, lecturers, *chefs de travaux*, assistants and *préparateurs*.

10 Scientific and technical establishments of higher education controlled by different Ministries (education, fine arts, agriculture, aviation, mines, France d'Outre-Mer, etc.).

11 Universities including in general the five traditional faculties (law, arts, sciences, medicine, pharmacy) and institutes attached to faculties with students registered and counted with those universities.

12 Free faculties of the *Ecoles techniques* and theological institutes and seminaries. A considerable number of students is included with the university students, as for obtaining the *titres d'Etat* it is required to pass an examination in the public universities.

43. Summary of School Statistics
Number of institutions, teachers and students in 1937/38 and 1948/49

Type of education and kind of school	Institutions		Teachers				Students			
			1937/38		1948/49		1937/38		1948/49	
	1937/38	1948/49	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Nurseries, public	3 295	3 653	8 449	8 449	8 967	8 967	359 167	181 990	403 914	192 666
Nurseries, private	396	217	...	...	...	...	21 751	10 714	13 348	6 830
Primary										
Primary, public	69 323	69 838	137 379	88 478	133 375	83 423	4 429 501	2 066 602	3 559 134	1 687 707
Primary classes in secondary schools, public	[1]...	[1]...	1 057	835	1 883	...	63 351	23 097	67 580	34 000
Primary, private	12 550	10 932	[2] 29 946	...	[2] 33 238	...	863 496	563 820	840 320	501 923
Primary classes in secondary schools, private	[1]...	[1]...	...	...	[3]...	...	83 500	45 800	126 500	69 500
Secondary										
Complementary courses, public	[4]...	[4]...	4 075	2 021	9 508	5 021	109 147	54 876	180 858	100 677
Higher primary schools [5]	555	—	3 752	1 875	—	—	84 349	44 542	—	—
Secondary, public	546	922	9 041	3 246	18 474	...	205 618	63 770	328 650	146 562
Complementary courses, private	[4]...	[4]...	...	...	...	...	43 285	35 375	60 359	41 879
Secondary, private	1 490	1 578	...	...	26 867	...	156 107	65 200	182 471	84 000
Technical										
Vocational centres [6]	—	500	—	—	...	...	—	—	116 190	...
Trade schools	24	26	2 812	...	340	...	2 834	470	3 500	...
Technical schools [7]	197	114			3 200		51 055	15 227	82 669	30 949
National professional and assimilated schools	24	25	733	...	855	...	10 238	1 483	11 201	2 168
Secondary schools of agriculture [8]	40	40	...	...	...	...	2 083	...	2 200	...
Regional schools of fine arts	...	22	...	...	...	...	...	...	4 673	...
Senior schools of commerce	16	15	...	...	...	...	1 439	224	2 030	...
National schools of industry, etc.	9	9	167	...	203	...	1 889	...	2 036	...
Teacher training										
Primary normal	172	160	923	467	1 487	702	9 872	4 931	13 295	7 777
Secondary normal	4	4	...	...	[9] 163	20	431	182	631	258
Technical	1	1	...	...	[9] 69	8	169	63	243	110
Physical training	1	2	...	...	[9] 27	7	44	18	224	99
Vocational	...	5	...	...	[9] 86	34	...	...	581	298
Higher										
Grandes écoles [10]	31	37	...	...	...	...	8 442	...	13 500	...
Universities [11]	17	17	2 125	...	2 355	...	75 295	21 703	129 035	42 818
Independent institutes [12]	...	...	...	...	...	...	32 000	...	24 500	...

Source. Unesco questionnaire EDUC/67; additional data from the *Bureau Universitaire de Statistique*, Paris.
Note. Data refer to Metropolitan France except for universities where Algeria is included, and to teaching staff only, excluding directing, administrative and auxiliary personnel.

Footnotes, see page 172.

44. Age-sex Distribution of Students in public and private schools in 1948/49

Age	Number of students enrolled (estimate)			Percentage of students enrolled					
				by sex for each age			by age for each sex		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
All ages	**5 995 000**	**3 072 000**	**2 923 000**	**100.0**	**51.2**	**48.8**	**100.0**	**100.0**	**100.0**
Under 6	948 000	479 000	469 000	100.0	50.5	49.5	15.8	15.6	16.0
6	491 000	248 000	243 000	100.0	50.5	49.5	8.2	8.1	8.3
7	443 000	223 000	220 000	100.0	50.3	49.7	7.4	7.3	7.5
8	403 000	204 000	199 000	100.0	50.6	49.4	6.7	6.6	6.8
9	429 000	215 000	214 000	100.0	50.1	49.9	7.2	7.0	7.3
10	480 000	240 000	240 000	100.0	50.0	50.0	8.0	7.8	8.2
11	535 000	270 000	265 000	100.0	50.5	49.5	8.9	8.8	9.1
12	542 000	274 000	268 000	100.0	50.6	49.4	9.0	8.9	9.2
13	541 000	272 000	269 000	100.0	50.3	49.7	9.0	8.9	9.2
14	537 000	271 000	266 000	100.0	50.5	49.5	9.0	8.8	9.1
15—17	530 000	269 000	234 000	100.0	55.8	44.2	8.8	9.6	8.0
18—20	32 000	24 000	8 000	100.0	75.0	25.0	0.5	0.8	0.3
21—24	46 000	31 000	15 000	100.0	67.4	32.6	0.8	1.0	0.5
25 and over	38 000	25 000	13 000	100.0	65.8	34.2	0.6	0.8	0.4

Source. Unesco questionnaire EDUC/67.

45. Higher Education
Number of students enrolled and degrees granted, by faculty, in 1948/49

Faculty	Number of faculties	Students [1]						Graduates [2]			
		Total	Male	Female	French	Colonial	Foreign	Total	*Diplomes*	*Licences*	Doctors
All faculties	**102**	**129 035**	**86 217**	**42 818**	**121 169**	**1 529**	**6 337**	[3] **15 811**	...	...	...
Law	16	37 551	28 819	8 732	36 114	337	1 100	4 196	789	3 068	339
Arts	18	33 710	15 571	18 139	30 476	174	3 060	2 557	—	2 493	64
Sciences	18	23 515	17 487	6 028	21 662	458	1 395	4 569	[4] 3 099	1 358	112
Medicine	24	26 677	20 661	6 016	25 681	322	674	[5] 3 284	...	...	...
Pharmacy	24	7 219	3 331	3 888	6 907	238	74	[6] 1 205	...	...	...
Theology	2	369	348	15	329	—	34	...	...	...	...

Source. Unesco questionnaire EDUC/67; additional data from the *Bureau Universitaire de Statistique* (Paris).

[1] As at 31 July 1949.
[2] During 1949.
[3] Excluding degrees in theology.
[4] Certificates in physics, chemistry and biology.
[5] Of which 1,925 *doctorats d'Etat* in medicine; 1,039 in dental surgery and 320 mid-wifery diplomas.
[6] *Diplômes d'Etat.*

HASHEMITE JORDAN

Total population
(estimate: mid-year 1949)
400 000

Based on material supplied by the Ministry of Education

LEGAL BASIS

A series of regulations issued since 1939 has abolished previous laws on education and provided the general framework for the present system. These regulations define the functions of the central authority and prescribe the main features of elementary, secondary and specialized education (including outline curricula, conditions of entry, qualifications of teachers, etc.).

Education in State schools is free at the primary level, and is by law compulsory for children between 7 and 14 years of age. Private schools may be set up with the approval of the Ministry of Education.

ADMINISTRATION

The Ministry of Education has full central authority over the public schools and supervises the private schools. The Minister has Cabinet status. He is assisted by a Director-General of Education, the chief executive officer. Under him are three inspectors with a double function: they inspect secondary schools according to their speciality, and also take charge of all primary elementary schools in the three school districts into which the country is divided. A fourth inspector deals exclusively with school gardens.

The financing of public education is borne almost entirely by the central authority. Municipalities have, however, the right to tax in respect of education, and such funds are devoted to the rental of school buildings or the payment of teachers.

ORGANIZATION

The primary school consists of seven grades divided into a lower cycle of five grades (known as the elementary cycle) and a higher cycle of two grades. Pupils may enrol between the ages of 6 and 8 years. Town schools provide either the full seven-year course or the elementary five-year course. As a rule village elementary schools have four grades. At the end of the full course pupils take a public examination for the primary school certificate which leads to secondary education.

The secondary school gives a four-year course in two stages—two years intermediate and two years leading to the State matriculation examination. At a parallel level is the technical school which combines general education with practical instruction in one of two branches: metal-work (blacksmithing, turning, fitting) and carpentry.

As there are no facilities for higher education within the country, matriculated students go abroad to pursue their studies. The Government organizes educational missions to assist students to study in Egypt, Lebanon and other countries.

PRIVATE SCHOOLS

Private schools may be set up if the Ministry approves the list of teachers, courses of study and the textbooks in use. These are then licensed, and subject to inspection. With the exception of religious instruction of their own, most private schools follow the official curriculum and prepare students for public examinations.

TRAINING AND STATUS OF TEACHERS

No special facilities for teacher training exist. Teachers in secondary schools have mainly graduated at foreign universities.

All teachers are employed on the same basis as

Classification of Schools 1948/49

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certficates, diplomas or degrees granted at completion of course
Primary Education				
Elementary schools	7	4—5	—	—
Primary schools	7 or later	7	Home or elementary schools	Primary school certificate
Secondary Education				
Intermediate secondary schools	14	2	Primary schools	—
Complete secondary schools	14 or 16	2 or 4	Primary or intermediate schools	Secondary school certificate
The technical school	13	3[1]	Primary or elementary schools[1]	Diploma

[1] Students without the primary school certificate have to take a preparatory year's course.

46. Summary of School Statistics
Number of institutions, teachers and students in 1949/50

Type of education and kind of school	Institutions		Teachers		Students	
	Total	For girls	Total	Female	Total	Female
Pre-School						
Kindergartens, private	[1] 3	...	18	...	350	...
Primary						
Primary schools, public	26	6	185	48	9 762	2 005
Elementary and village schools, public	76	14	142	32	8 519	1 825
Primary and elementary schools, private	125	25	448	175	11 798	4 140
Secondary						
Secondary schools, public	8	3	37	10	811	127
Secondary schools, private	6	...	37	...	340	...
Technical						
Amman technical school, public	1	—	8	—	102	—

Source. Data supplied by the Ministry of Education, Hashemite Kingdom of Jordan.

[1] Mixed, for boys and girls.

HONDURAS

Total population
(estimate: mid-year 1949)
1 326 000

Based on printed sources

ADMINISTRATION

The Minister of Public Education exercises general control over the educational system. The establishment of private schools is permitted, but they have to fulfil minimum standards laid down by the Government. The Minister is assisted by a National Council for Education.

The financing and supervision of public schools is partly federal and partly provincial.

By law education is compulsory between the ages of 7 and 15 years, and free at the primary level. Shortage of schools and teachers has prevented this law from being effectively applied.

ORGANIZATION

Pre-school education is not obligatory, but the State assumes responsibility for setting up kindergartens in all towns. Children from 4 to 7 years of age are accepted.

The primary school gives a six-year course, leading to a leaving certificate. Many urban primary schools do not provide the complete course. The rural primary school is based on a three-year course with a curriculum that has a practical and agricultural bias.

Secondary education is open to those completing the six-year primary school. There are three types of school: the secondary *(instituto* and *colegio)* with a five-year course leading to a bachelor's diploma; the normal school, and the commercial school. Urban normal schools run parallel to the secondary schools for the first three classes, and then give two further years of professional training. The rural normal school course lasts three years, and is more vocational in content. Commercial schools offer a variety of courses between two and four years in length, depending on the certificate granted.

A growing number of technical schools (for artisans and industrial workers) and agricultural schools exist at the post-primary level. These depend on other Ministries than Education.

Higher education is provided by the Central University of the Republic. The entrance requirement is a full secondary education. Courses vary in length from three to seven years; the faculties are humanities, law and social science, medicine, physical science and mathematics, chemistry and pharmacy.

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47. Summary of School Statistics
Number of institutions, teachers and students in 1947/48

Type of education and kind of school	Institutions	Teachers		Students enrolled	
		Total	Female	Total	Female
Primary					
Urban and rural	1 512	2 292	1 667	71 560	33 523
Attached to normal schools	10	...	...	1 315	806
Secondary					
General				1 274	124
Teacher training					
Normal	26	662	248	1 688	1 073
Technical					
Commercial and secretarial				1 354	596
Higher					
Universities	1	72	—	462	5

Source. Prof. Angel G. Hernandez. *Informe del Secretario de Estado en el Despacho de Educación Pública—año económico de 1946 a 1947.* Tegucigalpa, D.C.

INDIA

Total population
(estimate: mid-year 1949)
346 000 000

Prepared by the National Commission for Unesco, New Delhi

LEGAL BASIS OF EDUCATION

There is no comprehensive legislation on the lines of the British Education Act of 1944 laying down the educational system of the country. The State governments have, however, introduced Primary Education Acts with a view to making primary education compulsory. The universities in India have also been established by statutory Acts.

ADMINISTRATION

In every State in India an elected Minister is in charge of the portfolio of education. The Directors of Public Instruction who are the executive heads carry out the general policy laid down by the ministries. Working directly under them are the deputy and assistant directors and below them the various grades of inspectors, deputy inspectors, and sub-inspectors, both men and women, who do the work of inspecting and supervision. In a number of States there are also special officers working under the Directors of Public Instruction. Administrative control over high schools is exercised by local governments and universities. Governments generally exercise their control through a grant-in-aid system and inspection, while universities exercise control through their power of recognition and prescription of courses, etc.

The main function of the Central Ministry of Education is to guide and co-ordinate educational reconstruction. It acts also as a clearing house of information relating to educational matters. The other subjects with which the Central Ministry of Education is concerned are: control of institutions for higher scientific and technical education; co-ordination and determination of the standards in institutions for higher education or research and scientific and technical education; maintenance of ancient and historical monuments and records and archæological sites; geological, zoological, botanical, anthopological survey of the country; educational films; and administration of the Indian Museum, National Library and three central universities, namely the Benares Hindu University, the Aligarh Muslim University, the Delhi University.

Primary and secondary schools are mostly managed by private bodies and local boards. Education at these stages is financed by State Governments, local bodies and private organizations. Higher education is financed by State and central governments.

ORGANIZATION OF THE PUBLIC SCHOOL SYSTEM

Public instruction in the States is under the control of the respective State governments. The educational system of the country is mainly divided into three stages: primary, secondary and university. The following is a brief sketch of the organization of the different stages of education:

PRE-PRIMARY EDUCATION

Facilities for pre-primary education are inadequate, there being only a few schools scattered in the urban areas.

PRIMARY EDUCATION

Primary schools in some States comprise four classes, in some five and in others six classes. The aim of primary education is to provide general education through the teaching of 3 R's, geography and hygiene. The average age of children placed in primary classes is 6 to 11 years.

BASIC EDUCATION

A recent educational trend in the country is to impart elementary education through productive activity which in later stages takes the form of basic crafts suited to local conditions. The system is known as basic education and it comprises a course of eight years from the age of 6 to 14. Of these eight years, the first five comprise the junior basic, while the remaining three make up the senior basic stage. The State governments have accepted in principle the system of basic education and are keen to introduce the full eight-year course as early as possible.

SECONDARY EDUCATION

It consists of the middle school stage and the high school stage. Middle stage follows the primary and is followed by the high school stage. Middle schools are of two types: vernacular middle schools and English middle schools. The former type is being rapidly converted into the latter. At times, middle classes are joined to the primary classes or to higher classes. Like the primary stage the middle stage varies from State to State and ranges in duration from two to four years. The medium of instruction at this stage is the mother tongue or regional language, but English also is taught, as a compulsory or optional subject. Other subjects are: mathematics, modern Indian languages, geography, history, hygiene, nature study, classics, drawing, music, etc.

The main function of the middle schools is to prepare students for the high school stage. Management of middle schools is mostly the responsibility of the local bodies and private agencies.

HIGH SCHOOLS

The duration of the high school stage ranges from two to four years. The final examination is known by different names in different States: high school, matriculation, school final, school-leaving certificate and higher secondary. The standard of attainment in all these examinations is the same except for the higher secondary examination which incorporates the junior intermediate class as well.

The medium of instruction in some States is English and in others mother tongue or the regional language. Subjects taught and the courses covered in the high school stages are generally the same as in the middle school stage except that the instruction is imparted at a higher level.

TECHNICAL AND VOCATIONAL

In India, facilities for technical education are provided in the universities and a number of technical institutions. These institutions are divided into four groups according as they provide instruction at (a) post-graduate standard; (b) degree standard; (c) diploma standard; and (d) certificate standard.

Some vocational institutions are run by Departments of Agriculture, Industry and Labour while others are under the Departments of Education. Higher technical education is generally under the control of the central Government.

HIGHER EDUCATION

Higher education is controlled by universities. The medium of instruction in all universities and institutions of higher learning with the exception of Osmania University is English. Some of the universities are attempting to replace English gradually by the regional or federal language.

The teaching of art subjects takes first place in all universities. Next comes science, technology and other professional subjects. However, technical and professional subjects are gradually becoming very popular.

SPECIAL SCHOOLS

There are at present only three institutions for the mentally handicapped. These schools give simple educational or vocational training suited to the pupils' capacities. There are about 40 institutions for the blind which generally admit children and adolescents; only two of them cater for the training of blind adults. All these institutions impart primary, academic education and vocational training. Some prepare students for matriculation examination also. The vocational curriculum usually consists of music and a few simple handicrafts.

For the deaf and dumb there are about 33 institutions. They generally impart education up to the pre-primary standard and vocational training.

ADULT AND FUNDAMENTAL EDUCATION

With the attainment of independence in 1947, the problem of adult education has assumed greater importance. In order to have an efficient and dynamic democracy, it is considered necessary to have an active and alert electorate. Secondly, in the welfare

state, education of the adult is recognized as a pre-requisite to other services. Since such a task could be achieved only on a Government level, both the central and the State governments have assumed the responsibility of tackling the problem.

Adult education seeks not only to provide literacy but also to foster mental development so that adults may take an intelligent interest in the affairs of the country and of the world. Education of adults, therefore, includes in addition to literacy, instruction in hygiene, home economics, agriculture, cottage industries and the rights and duties of citizenship. To mark this change the programme is described as one of 'social education' rather than of 'adult education'.

Each State has evolved a scheme suited to its local conditions. While some emphasize the use of travelling theatres, folk dances, etc., others use the technique of camps for the purpose of mass education. In the central administered area of Delhi educational *melas* (fairs and exhibitions) are organized. A mobile education exhibition comprising a fleet of four vans—a cinema van, two mobile exhibition vans and a mobile stage, all equipped with audio-visual aids—is also set up for adult education purposes.

INDEPENDENT (PRIVATE) SCHOOLS

There is no special system of private schools. All schools whether managed by governments, local boards or by private agencies follow the same system. There are a number of unrecognized schools run by the private bodies which prepare candidates for examinations recognized by different boards and universities. These schools do not form an important part of the educational system of the country.

SCHOOL BUILDINGS AND SUPPLIES

Primary schools maintained by the Government are generally housed in fairly good buildings and are also well equipped. Some of the Government schools and most of the schools owned by the private bodies are housed in rented buildings. Generally schools in the urban areas are in better condition than those in the rural areas.

In the case of middle and high schools, the buildings are far more satisfactory than those for primary schools.

EDUCATION AND STATUS OF TEACHERS

The minimum qualification of a teacher in primary or middle school is middle school education with two years of teacher training. Teachers in upper classes in high schools are generally trained graduates.

Scales of pay are lower than those obtaining for other professions. They also vary from State to State. Again, teachers in Government-managed schools are better paid than those working in the private schools.

The method of selection and appointment of teachers varies in different stages of educational systems and also from State to State. Generally teachers in high schools are either selected on the recommendation of Directors of Public Instruction or are appointed by promotion from lower service or by direct recruitment. Posts in primary and middle schools are generally filled by Divisional Inspectors of schools with the approval of the Directors of Public Instruction. They are appointed either by direct recruitment or by promotion. In case of local boards or aided schools posts are filled by the boards concerned or by the managing committee of the school in accordance with the minimum qualifications prescribed by the department.

ORGANIZATION OF SCHOOL HEALTH SERVICES AND PHYSICAL EDUCATION

The importance of health and hygiene is emphasized in the school curriculum through textbooks, health charts, illustrated lectures by doctors and inspectors. There is generally speaking no arrangement for periodical health examination or follow-up. Physical education has a place in the curriculum and teachers who have received some training are placed in charge of drill, games and other exercises.

SPECIAL PROBLEMS AND TRENDS

With the achievement of independence our country is faced with two problems of pre-eminent importance in the field of education. The first is the provision of universal basic education—for all children of school-going age and of social education for adults who have not received the benefits of literacy. The second main task is the reorganization of higher education in India, particularly scientific and technical education. Development in this direction will open up the industrial potentialities of the country and

thereby increase the capacity of the country for promoting nation-building projects including education. The Government of India as well as the State governments are making every effort to tackle these problems.

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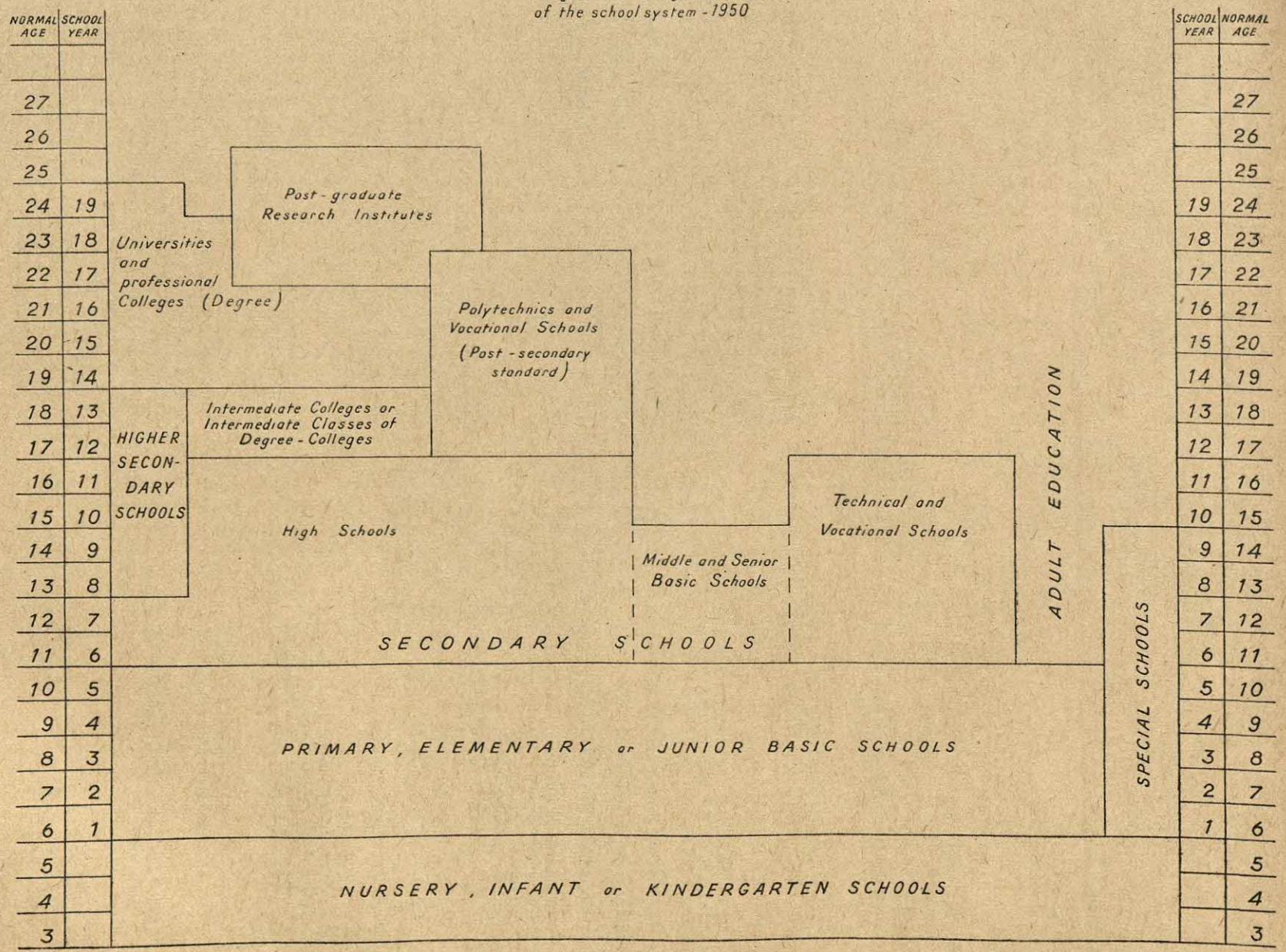
INDIA

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools [1]	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Nursery schools Pre-primary schools Infants' schools Montessori schools Kindergarten schools Nursery, pre-primary, etc. classes attached to primary or secondary schools	3—5	1—3	—	—
Primary Education				
Primary schools Elementary schools Junior basic schools Primary, elementary or junior basic classes attached to secondary schools	5 or 6	4—6	Pre-school education or home	Primary school-leaving certificate
Secondary Education				
Vernacular middle schools, Anglo-vernacular middle schools (post-primary classes)	9—12	2—4	Primary/elementary schools or last class of primary stage	Middle school certificate
Junior high schools	9—12	3	Primary/elementary schools or last class of primary stage	Middle school certificate
Senior basic schools (or senior basic classes in case junior basic classes are attached)	9—12	3	Junior basic schools	Basic school certificate
High schools (post-primary classes)	9—12	2—6	Primary/elementary or middle schools	Matriculation, high school or school final certificate
Intermediate colleges (high classes)	13—16	2	Middle schools or last class of middle stage	Matriculation, high school or school final certificate
Higher secondary schools	9—11	4—6	Primary/elementary or middle school	Higher secondary school certificate
Technical higher secondary schools	13—16	3	Middle senior basic schools	Technical higher secondary school certificate
Technical schools/institutes Industrial schools Arts/crafts schools Music and dancing schools Normal and training (teachers' training) schools Agricultural schools Commercial schools Schools for physical education Public health schools Schools for Oriental studies	9—17	1—5 (depending on course taken)	Primary/elementary or middle schools	Cert. or diploma in the subject is awarded
Higher Education [2]				
(a) Non-degree-granting colleges: Intermediate colleges (or inter-classes in case high classes are attached, or inter-classes of degree colleges)	15—16	2	High or higher secondary schools	F.A/F.Sc./I.A/I.Sc./I.Com. certificate is awarded by university or board
Teachers' training colleges (or classes attached to arts and science colleges)	17	1—2	High or higher secondary schools, inter-colleges or inter-class of arts and science colleges	Dip.T./J.A.V./C.T/Dip.-in-Ed.
All India educational and research institutions	17	3 months —2 years	High or higher secondary schools, arts, science and professional colleges	Diploma or cert. in the subject
Medical schools	15—16	5	High/higher secondary schools	L.M.S./L.M.P.
Engineering schools	17	2	High/higher secondary schools	Cert. or diploma in engineering
Institutes of technology	15—17	2—5	High/higher secondary schools (in some cases inter-pass)	Cert. or diploma in the subject

Types of schools [1]	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Colleges/institutes of music, dancing and/or painting	15—17	2—5	High/higher secondary schools	Cert. or diploma in the subject
Polytechnics	15—17	1—3	High/higher secondary schools	Cert. or diploma in the subject
Colleges for home/domestic science	15—17	2—3	High/higher secondary schools	Diploma in home science
Mercantile marine training ship	15—17	3	High/higher secondary schools	Dufferin final passing out certificate
Colleges for physical ed.	19—20	1—2	High/higher secondary schools arts and science colleges	Final passing out Certificate physical ed.
(b) Degree-granting colleges, universities and schools:				
Universities	17—18	2—6	Higher secondary schools, inter-colleges, arts and science colleges	B.A./B.Sc./B.A. (Hons)/B.Sc. (Hons)/M.Sc./Ph.D./ D.Sc./ D.Phil./D.Litt./M.Litt/ and degrees in professional subjects
Arts and science colleges	17—18	2—6	Higher secondary schools, inter-colleges	B.A./B.Sc./B.A. (Hons), B.Sc. (Hons)/ M.A./M.Sc./Ph.D. /D.Sc. /D.Phil. /D.Litt. /M.Litt.
Law colleges/classes	19—20	2—4	Arts and science colleges and universities	LL.B./B.L./B.C.L./LL.M./M.L./ LL.D./D.L.
Medical colleges	17—18	5	Arts and science colleges and universities	M.B.B.S./M.B.M.S./M.D./B.A.V./ M.O.
Colleges for nursing/home science	17—18	3	Arts and science colleges and universities	B.Sc. (Nursing)/B.Sc. (Home Science)
Dentistry colleges	17—18	5	Arts and science colleges and universities	B.D.S.
Pharmacy classes	17—18	2—6	Arts and science colleges and universities	B.Sc. (Pharm.)/B.Pharm./M.Sc. (Pharm.)/M.Pharm.
Veterinary science colleges	17—18	2	Arts and science colleges and universities	B.V.Sc.
Engineering colleges	17—18	3—5	Arts and science colleges and universities	B.Sc./B.E./M.E./B.C.E.
Technological colleges/classes	17—18	2—6	Arts and science colleges and universities	B.Sc./M.Sc./Ph.D./D.Sc.
Agricultural colleges/classes	17—18	2—6	Arts and science colleges and universities	B.Sc./M.Sc./Ph.D.
Mining colleges/classes	17—18	2—4	Arts and science colleges and universities	B.Sc./Associateship in mining engineering (equivalent to a degree)
Training colleges/classes	19—20	1—2	Arts and science colleges and universities	B.T./B.Ed./M.Ed./Ph.D.
Colleges for fine arts	17—18	2	Arts and science colleges and universities	B.Mus.
Commercial colleges/classes	17—18	2—4	Arts and science colleges and universities	B.Com./M.Com./Ph.D.
Colleges/classes for Oriental languages	17—18	2—4	Arts and science colleges and universities	B.O.L./M.O.L./Shastri
All India educational and/or research institutes	About 21 years	1—3	Arts and science colleges and universities	Associateship of the inst. (equivalent to a degree)

[1] While all names are given in English, it should be noted that these are written also in the regional languages of India.

[2] The degrees are granted by the universities. In giving details under Part B of Higher Education, only degree classes have been taken into consideration.

48. Summary of School Statistics
Number of institutions, teachers and students in 1936/37

Type of education and kind of school	Institutions			Teachers		Students enrolled	
	Total	Male	Female	Total	Female	Total	Female
Primary[1]							
Central [2]	2 666	[3] 2 283	383	4 897	1 246	135 379	30 731
Local [4]	194 561	[3] 162 611	31 950	371 418	38 997	10 403 411	1 464 052
Secondary[5]							
Middle and high schools [2]	697	490	207	9 203	1 984	176 967	42 473
Middle and high schools [4]	13 717	12 484	1 233	108 266	12 766	2 319 859	231 719
Technical and vocational[6]							
Central [2]	577	455	122	...	...	39 243	4 509
Local [4]	965	750	215	...	...	43 014	9 352
Higher							
Arts and science colleges [2]	66	59	7	...	...	21 663	1 004
Arts and science colleges [4, 7]	222	198	24	...	...	75 891	1 888
Professional colleges [2, 8]	46	43	3	...	...	9 450	142
Professional colleges [4, 8]	29	23	6	...	...	11 776	297
Special							
Reformatory schools	13	13	—	...	...	3 007	—
Schools for defective children	38	38	—	...	...	1 505	—
Other types [2, 4]							
For adults	1 316	1 305	11	...	...	38 098	875
Unspecified	3 876	3 805	71	...	...	151 619	4 071

Source. Unesco questionnaire EDUC/67.
Note. Data refer to pre-partition India less former Indian states.

[1] Including pre-primary education given in kindergartens in a few cities; but excluding primary departments attached to secondary schools.
[2] Government-managed recognized institutions.
[3] A large number of these schools are co-educational.
[4] Institutions under the management of local (district, municipal or cantonal) boards.
[5] Including primary departments attached to a large number of secondary schools.
[6] Including teacher-training schools.
[7] Including 16 universities, but not counting as separate units the faculties within each university.
[8] Teacher training, engineering, technology, medical, commercial, law, agricultural, forestry, veterinary science, art, etc.

49. Summary of School Statistics
Number of institutions, teachers and students in 1948/49

Type of education and kind of school	Institutions			Teachers		Students enrolled	
	Total	Male	Female	Total	Female	Total	Female
Primary [1]							
Central [2]	44 109	[3] 40 315	3 794	92 605	11 012	3 356 949	*4 440 000
Local [4]	147 842	[3] 137 929	9 913	381 389	54 888	12 526 627	
Secondary [5]							
Middle and high schools [2]	3 907	3 288	619	38 693	6 465	1 005 753	148 986
Middle and high schools [4]	14 439	12 663	1 776	138 711	18 493	3 283 165	397 226
Technical and vocational [6]							
Central [2]	675	584	91	...	...	61 317	7 690
Local [4]	1 050	775	275	...	...	63 452	17 111
Higher							
Arts and science colleges [2]	143	124	19	...	...	67 726	4 599
Arts and science colleges [4, 7]	341	301	40	...	...	194 879	9 219
Professional colleges [2, 8]	109	100	9	...	...	23 336	532
Professional colleges [4, 8]	88	76	12	...	...	34 426	985
Special [2, 4]							
Reformatory	16	14	2	...	...	2 813	395
For defective children	57	54	3	...	...	2 416	126
Other types							
For adults.	10 965	9 847	1 118	...	...	309 842	26 201
Unspecified	2 947	2 815	132	...	...	130 701	9 923

Source. Unesco questionnaire EDUC/67.

Note. Data refer to the territory of India, as of 15 August 1947. Figures relate to the financial year 1948/49, i.e. the period 1 April 1948 to 31 March 1949, and are provisional.

1 Including pre-primary education, given in kindergartens in a few cities, but excluding primary departments attached to secondary schools.
2 Government-managed recognized institutions.
3 A large number of these schools are co-educational.
4 Institutions under the management of local (district, municipal or cantonal) boards.
5 Including primary departments attached to a large number of secondary schools.
6 Including teacher-training schools.
7 Including 24 universities, but not counting as separate units the faculties within each university.
8 Teacher-training, engineering, technology, medical, commercial law, agricultural, forestry, veterinary science, art, etc.

50. Age Distribution of Students in all institutions in 1946/47

Age in years	Students enrolled	
	Number	Percentage
All ages	**12 899 765**	**100.0**
Under 6	1 070 541	8.3
6	1 846 737	14.3
7	1 977 491	15.3
8	1 804 278	14.0
9	1 502 907	11.7
10	1 245 886	9.7
11	981 856	7.6
12	732 451	5.7
13	544 763	4.2
14	388 164	3.0
15	286 596	2.2
16	199 227	1.5
17	130 644	1.0
18	81 652	0.6
19	50 911	0.4
20 and over	55 661	0.4

Source. Unesco questionnaire EDUC/67.
Note. Territory as of 15 August 1947 less former Indian States. Figures exclude those relating to unrecognized institutions.

51. Public Expenditure on Education in 1948/49 (in rupees)

Source of revenue	Total	Central [1] administration	Primary education	Secondary education	Higher education	Other
Centrally Administered Institutions	**[2] 366 240 439**	**154 881 464**	**56 267 141**	**48 774 583**	**48 268 182**	**[2] 58 049 069**
Contributions from the Central Government	39 391 506	4 033 122	[2] ...	[3] ...	[3] ...	[2] 35 348 924
(a) From budget of Ministry of Education	(12 809 671)	(4 033 122)	[3] ...	[3] ...	[3] ...	[2] (8 776 549)
(b) From budget of all other Ministries	(26 581 835)	—	(9 460)	[3] ...	[3] ...	[2] (26 572 375)
Contributions from provincial or State Governments	237 181 373	82 100 473	[3] 53 954 210	[3] 40 163 891	[3] 39 230 844	21 731 955
Contributions from local authorities [4]	12 030 593	10 499 991	1 010 264	500 600	8 620	11 118
Fees	39 263 470	21 431 452	1 068 048	7 612 305	8 532 257	619 408
Interest on endowments, gifts, etc.	38 373 497	36 816 426	225 159	497 787	496 461	337 664
Locally Administered Institutions	**471 770 544**	—	**223 426 347**	**168 022 126**	**63 896 766**	**16 425 305**
Subsidies or grants-in-aid from public funds (provincial or State Governments)	199 773 448	—	135 088 936	44 175 594	15 081 665	5 427 253
Contributions from local authorities [4]	84 673 907	—	69 851 424	13 345 712	410 696	1 066 075
Fees	133 092 651	—	8 151 580	87 158 560	34 984 050	2 798 461
Revenue from endowments, gifts, etc.	54 230 538	—	10 334 407	23 342 260	13 420 355	7 133 516

Source. Unesco questionnaire EDUC/67.
Note. Provisional figures. Official exchange rate in 1948: Rs.3.32=U.S.$1.

[1] Including expenditure on direction and inspection, buildings, scholarships (in India and in foreign countries), miscellaneous items, Ministry of Education secretariat, etc.
[2] Including grants-in-aid to non-Government institutions.
[3] Contributions from the Central Government included in the figures for contributions from State Governments.
[4] Including district, municipal and cantonal boards.

INDONESIA

Total population
(estimate: mid-year 1948)
72 000 000

Based on documentation from the Ministry of Culture, Science and Education, Jakarta

The educational system of the United States of Indonesia is being completely reorganized to meet the needs of a nation which is taking its place in the modern world. No clear picture can therefore be given for the country as a whole. The brief outline below will be expanded in future editions of this *Handbook*, as the new plans and laws come into effect and as statistics relating to the new types of school are compiled.

CONSTITUTIONAL BASIS OF EDUCATION

The draft Constitution, dating from December 1949, emphasizes the important role of education. To cite two relevant articles: 'Teaching is free, except for the supervision to be exercised by the public authority in accordance with the law; the choice of education is free' (Article 29); and the more detailed Article 39:

'The authorities shall promote as much as possible the spiritual and physical development of the people and shall aim thereby in particular at a speedy abolition of illiteracy.

'The authorities provide for the need of public education, which is given with the basic purpose of deepening the national consciousness, strengthening the unity of Indonesia, stimulating and deepening the sense of humanity, of tolerance and equal respect for everyone's religious conviction and with opportunity within school-hours for religious teaching to be given in accordance with the wishes of the parents.

'The pupils of the private schools which comply with the standards of efficiency imposed by the law on public education have the same rights as accorded to pupils of public schools.

'As regards elementary education, the authorities aim at a speedy introduction of general compulsory education'.

ADMINISTRATION

The control and supervision of education at primary and secondary levels is a regional responsibility. The federal Government directly administers higher education.

ORGANIZATION OF PUBLIC EDUCATION

The educational system before 1949 drew a distinction between schools for the mass of the people and schools for the *élite*. This appeared in curricula and methods as well as in types of school. The reorganization aims at a single pattern for all the people, duly adapted to the needs of particular localities; hence there is some simplification in the classifying of schools (see the details in the table on page 194), while at the same time greater diversity of curricula will arise. The main tasks of the new Government are to increase the number of elementary schools and to combat illiteracy; and the next priority is to be given to developing vocational education at all stages in the school system.

PRIMARY EDUCATION

A common school with a six-year course in the medium of the mother tongue replaces previous types. Since the patterns of the earlier school were a three-year course, with continuation classes for two years, or else a seven-year course of a Western type, the transformation to a common school will take some time to effect.

The lingua franca, Bahasa Indonesia, will be used for primary teaching. Curricula are planned to relate closely to local conditions, so that no standard programme will be enforced throughout the country.

The primary school course will not be tied to an external leaving examination.

SECONDARY EDUCATION

Specialization begins at the end of the six-year primary course. The general secondary school has six years, and articulates at the end of the second and fourth classes with the parallel systems of vocational and teacher education. The final two years of secondary school are direct preparation for higher education, and courses are therefore specialized in four sections: Oriental languages, Western languages, mathematics and science, social-economics. The certificate taken at the end of this course qualifies students to enter the university.

VOCATIONAL EDUCATION

Separate institutions are designed for the fields of technical, commercial, domestic science and agricultural studies. These will develop within the framework of secondary education.

Two-year post-primary schools, termed technical, commercial, etc., schools, provide elementary vocational skills.

Higher-grade schools—technical, commercial, etc.—provide a two-year course for pupils who have taken the second year of general secondary schooling. These higher-grade schools do not, however, recruit from the ordinary vocational schools.

The colleges—technical, commercial, etc.—give a three-year course which may lead on to higher education or may be a sufficient training for intermediate positions in the country's economic life. The colleges recruit students who have completed four years of secondary schooling.

TEACHER TRAINING

The system of training schools for teachers closely resembles the pattern of vocational education. The two lowest types, i.e., two-year post-primary course and the higher grade training school, are regarded as temporary expedients, but in the present shortage of teachers they make an important contribution to the schools.

The accepted type is the training college for teachers, which recruits from students who complete four years of secondary school. The course lasts for two years (when the graduate improves his training by attending evening courses for special competence) or for three years, the last of which is devoted to specialization.

HIGHER EDUCATION

The University of Indonesia comprises a number of faculties—law and sociology, arts and letters, philology and philosophy, technical science, mathematics and science, agriculture, medicine, dental surgery, veterinary science, economics.

While the University is centred in Jakarta, some faculties have sub-divisions in other parts of the republic, namely Bogor, Bandung, Surabaja and Macassar.

ADULT EDUCATION

With an estimated total of 20 million adult illiterates, the problem of adult education is regarded as being just as important as primary school expansion A special division of the Ministry is charged with developing a nation-wide literacy campaign. Considerable progress has already been achieved in the preparation of reading matter (primers, follow-up literature, newspapers) suited to the needs and tasks of adult learners. At present the organization of courses and the training of teachers at a regional level are the main concern.

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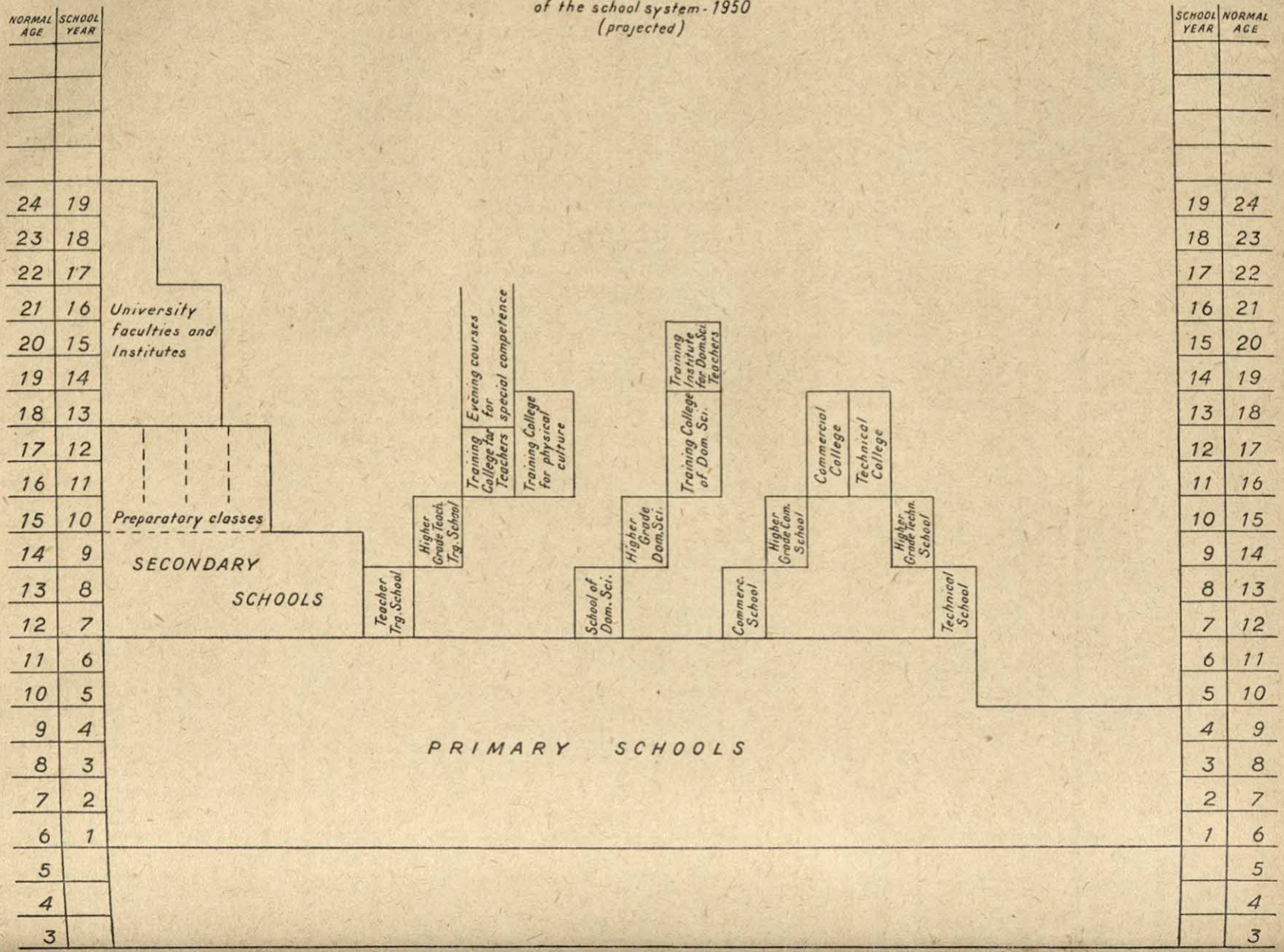
INDONESIA

Diagram of the organization of the school system - 1950 (projected)



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter
Pre-School Education			
Nursery schools *(Sekolah Kanak2)*	4	2	
Primary Education			
Primary schools *(Sekolah Rendah* or *Sekolah Rakjat)*	6—7	6	
Secondary Education			
Secondary schools:			
(1) *Sekolah Menengah (SM)*	12—13 or 14	2 or 4	Sixth primary class
(2) *Middelbare School (MS)*	12—13 or 14	2 or 4	Sixth primary class
(3) *Sekolah Menengah Eagian Pertama (SMP)* [2]	12—13 or 14	3	Sixth primary class
High schools (*Meer Uitgebreid Lager Onderwijs — MULO)*	12—13 or 14	3	Sixth primary class
Academic high schools:			
(1) *Hogere Eurger School (HBS)*	12—13 or 14	5	Sixth primary class
(2) *Middelbare Meisjes School (MMS)*	12—13 or 14	5	Sixth primary class
(3) *Lyceum*	12—13 or 14	6	Sixth primary class
(4) *Algemene Middelbare School (AMS)*	16—20	3	Entry with MULO certificate
(5) *Sekolah Menengah Tinggi (SMT)*	16—20	2	Entry with 4 years SM
(6) *Voorbereidend Hoger Onderwijs (VHO)*	16—20	2	Entry with 4 years MS
(7) *Sekolah Menengah Eagian Atas (SMA)* [2]	16—20	3	Entry with 3 years SMP
Commercial schools *(Sekolah Dagang)*	13—15	3	Sixth primary class
Economic schools *(Sekolah Ekonomi Menengah)*	16—20	3	Entry with SMP
Technical schools *(Sekolah Perturkangan* or *Sekolah Teknik Rendah*	13—15	2	Sixth primary class
Higher-grade technical schools (training of foremen) *(Sekolah Teknik)*	15—18	a. 2 b. 4	Entry with 2 years SM or MS Sixth primary class
Schools for labourers in printing-offices *(Sekolah Pertjetakan* or *Grafische School)*	16	2	Sixth primary class
Schools of domestic science *(Sekolah Kepandaian Puteri)*	13—14	3	Sixth primary class
Higher-grade training school for teachers for primary schools:			
(1) *Sekolah Normal SN)*	15—18	2	Entry with 2 years SM or MS
(2) *Sekolah Guru E (SGE)*		4	Sixth primary class
Training schools for teachers for primary schools *(Sekolah Guru Negeri, Opleidingsschool voor Volksonderwijzers, OVVO)*	15—18	2	Sixth primary class
Higher Education			
(a) Non-degree-granting colleges:			
College for training of officials *(Sekolan Pamong Pradja)*	16—20	3	Entry with MULO certificate
Technical colleges *(Sekolah Teknik Menengah)*	16—20	3	Entry with 4 years SM or MS, MULO or 3 years HBS
Training colleges of domestic science *(Sekolah Guru Kepandaian Puteri)*	16—20	3	Entry with SMP
Training colleges for primary school teachers:			
(1) *Sekolah Guru (SG), Kweekschool* [3]	16—20	2	Entry with 4 years SM or MS, MULO or 3 years HBS

[1] Each school type or college has its own certificate or diploma. The children leaving *primary* schools do not pass examinations. If their marks are satisfactory, pupils receive a certificate recording the number of classes they have passed. Concerning *secondary schools*, the desirability of passing examinations as a condition for obtaining a certificate is still being studied. As a rule the candidates have to go in for an examination. In order to get a degree at a university faculty at least two examinations have to be passed. The use of abbreviations for the noting of the various types of graduation is not known here.

[2] This type supersedes the two above it.

[3] Will be superseded by (2).

Types of schools	Duration in school years	Types of schools from which pupils may enter
(2) *Sekolah Guru Atas (SGA)*	3	Entry with SMP
Courses for training college teachers *(Kursus pendidikan Guru Sekolah2 Landjutan)*	2 or 3	Entry with college cert.
Courses for music, drawing *(Kursus2 musik, menggambar)*		
(b) Degree-granting colleges, universities and schools . .		
Islam university		Leaving certificate from academic high school
Theological school for the Protestant clergymen *(Theologische Hogeschool* or *Sekolah Agama Kristen Protestan)* .		Leaving certificate from academic high school
Seminary for the Roman Catholic priests *(Groot Seminarium* or *Sekolah Agama Kristen Katolik)*		Leaving certificate from academic high school
Faculty of law and social science	5	Leaving certificate from academic high school
Faculty of medicine	7	Leaving certificate from academic high school
College of dentistry	4	Leaving certificate from academic high school
Veterinary faculty	5	Leaving certificate from academic high school
Faculty of literature and philosophy	5	Leaving certificate from academic high school
Faculty of technical sciences	5	Leaving certificate from academic high school
Faculty of mathematics and physics.	5	Leaving certificate from academic high school
Faculty of agriculture	6	Leaving certificate from academic high school
Faculty of economic sciences	5	Leaving certificate from academic high school
Academy of politics	5	Leaving certificate from academic high school
Military academy	5	Leaving certificate from academic high school
Academy for the police	5	Leaving certificate from academic high school
Academy for physical culture		Leaving certificate from academic high school

(Footnotes for Table 52)

[1] For primary school teachers. There were, in addition, evening courses and correspondence courses for teacher training, with a total enrolment in 1949/50 of 30,999 students.

[2] Excluding schools of agriculture, forestry, medicine, veterinary science, law, and other types of vocational schools not under the supervision of the Ministry of Education. Such schools are generally not of university standard.

[3] Including training colleges for officials, for office administration and of domestic science.

[4] Including the Islam University, theological schools for Protestant clergymen and Catholic priests, military and police academies, and various professional colleges and faculties.

52. Summary of School Statistics
Number of institutions, teachers and students in 1937/38 and 1949/50

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1937/38		1949/50		1937/38		1949/50	
	1937/38	1949/50	Total	Female	Total	Female	Total	Female	Total	Female
Primary										
Primary schools	17 331	*21 575	36 909	2 706	*65 000	...	2 176 157	469 962	*4 000 000	*1 280 000
Secondary										
Higher primary and middle schools	32	*330	258	20	*2 450	...	5 877	1 611	*73 850	...
Academic high schools	12	*100	...	...	*550	...	...	...	*14 070	...
Teacher training [1]										
Schools	...	*215	...	...	*505	...	...	...	*15 000	...
Colleges	...	19	...	...	*80	...	...	...	*1 910	...
Technical [2]										
Commercial	...	18	...	...	*59	...	...	...	*1 590	...
Technical	...	85	...	...	*515	...	...	...	*11 520	...
Domestic science	...	79	...	...	*286	...	...	...	*7 970	...
Higher training colleges [3]	...	14	...	...	*67	...	...	...	*1 590	...
Higher										
Colleges, universities, and higher technical and professional schools [4]	...	25	...	...	...	...	...	...	*3 500	...

Source. Unesco questionnaire EDUC/67.
Note. Data cover only public schools and private schools entirely subsidized by the Government; no information is available on independent private schools. Unless otherwise stated, numbers refer to full-time institutions, teachers and students.

(Footnotes at bottom of page 196)

53. Higher Education
Number of students, by faculty and by sex, in 1949/50

Faculty	Number of faculties	Students enrolled		
		Total	Male	Female
All faculties	**11**	**1 938**	**1 637**	**301**
Medicine	2	472	391	81
Law and social sciences	1	294	231	63
Philosophy	1	138	86	52
Agriculture	1	68	64	4
Veterinary medicine	1	42	42	—
Dentistry	1	92	62	30
Technology	1	520	505	15
Mathematics and science	1	201	152	49
Arts	1	36	32	4
Economics	1	75	72	3

Source. Republic of United States of Indonesia. Ministry of Education and Culture. *Beberapa Angka Jang Mengenai Keadan pengadjaran pada permulaan tahun pengadjaran 1949/50.* Jakarta.

IRAN

Total population
(estimate: mid-year 1949)
18 387 000

Based on printed sources

ADMINISTRATION

Control of the formal educational system is vested in the Minister of Education, assisted by an Under-Secretary of Education. The Ministry comprises four Secretariats (that of the Ministry, the Higher Education Council, International Cultural Relations, Theological Sciences) and four bureaux of an equivalent status: educational (for schools and programmes), administration (dealing with finances, construction and supplies, staff, inspection), painting and fine arts, and bequests (for funds from pious foundations).

Under the central authority there are offices of education at provincial, county and municipal level. Local authorities have powers of taxation in respect of education and they are encouraged to set up advisory councils and parent-teacher associations to assist in the running of schools.

ORGANIZATION

Kindergartens have been established in the towns, largely on private initiative.

Primary education was declared compulsory and free by a law of 1944. The primary schools are of two types: rural, with four classes, and complete, with six classes. Pupils are accepted at the age of 7 years. The curriculum is laid down by the Ministry.

The secondary school course lasts six years, divided into two cycles: a three-year general stage, followed by two terminal years. Some schools provide the sixth, specialization class, which leads on to the university.

Teacher training is provided by the primary normal schools; students enter on completing the first stage of secondary education, and take a course of two years with a curriculum that combines general and pedagogical subjects.

A number of technical schools at three levels—elementary, secondary and higher—are run by the Ministry of Labour and by private organizations. The elementary school gives courses varying from one to three years in length to students who have completed their primary education. The secondary technical schools *(honaristans)* have a six-year course allowing for considerable specialization. Technical institutes offer a three-year post-secondary school course.

Higher education is given in the schools and faculties of the university: literature, philosophy and pedagogy; law, economics and political sciences; medicine, pharmacy and dentistry; engineering; theology; science; arts; veterinary medicine; agriculture.

ADULT EDUCATION

A literacy campaign is organized by the State, with the participation of private enterprises and voluntary bodies. Considerable use is made of the existing school facilities, and classes are arranged in the evenings, with most of the teaching done by primary school teachers.

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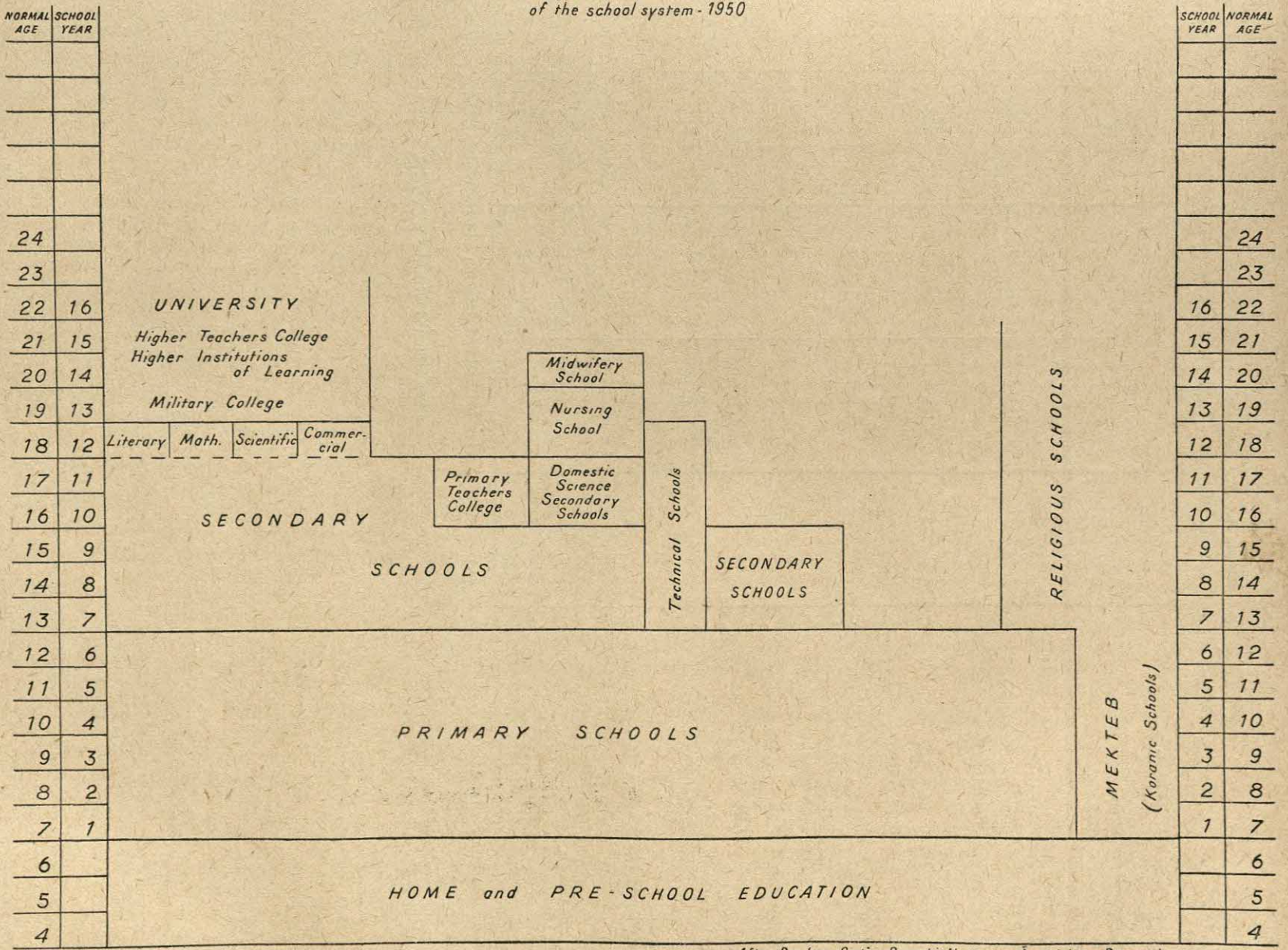
IRAN

Diagram of the organization of the school system - 1950



After Dr. Issa Sadig: Ravashi Nevin der Amūzish ve Perverish (New method of education and instruction) p.522, with slight modification

54. Summary of School Statistics
Number of institutions, teachers and students in 1948/49

Type of education and kind of school	Institutions	Teachers		Students	
		Total	Female	Total	Female
Pre-School					
Kindergartens, public	6	19	14	...	...
Kindergartens, private	53	119	110	5 039	2 174
Makteb (Koranic schools)	1 117	1 101	413	22 833	6 186
Primary					
Public schools	2 997	13 126	5 180	343 107	84 024
Private schools	232	1 655	722	43 159	11 793
Secondary					
Public schools	212	1 989	300	27 302	4 963
Private schools	72	561	262	9 051	2 907
Teacher training					
Normal schools [1]	30	212	34	1 513	452
Vocational					
Technical schools, public	32	519	33	5 471	279
Higher					
University and institutions [2]	8	535	11	6 303	170
Other					
Religious schools	195	521	—	6 531	—
Adult education classes, public	755	1 941	18	31 162	424
Adult education classes, private	67	221	18	5 603	910

Source. Dr. Issa Sadiq, *Ravashi Navin dar Amuzish va Parvarish* (New Method of Education and Instruction), Teheran, 1950, p. 524.

[1] For primary school teachers.

[2] Including the university of Teheran and other institutions not affiliated with the university, but excluding the military college.

Total population
(estimate: mid-year 1949)
4 800 000

Based on material provided by the Ministry of Education

LEGAL STATUS OF EDUCATION

Public education in Iraq is a Government function. The Public Education Law No. 57 of 1940 lays down the main principles for the conduct of education in the country. Declaring that the aim of education is to bring up a generation of healthy, enlightened and responsible citizens, it prohibits the teaching of what may lead to the corruption of character, or of anything that may be of disruptive or 'destructive' nature. It divides education as to level into primary, secondary and higher, as to type into general and specialized or technical, and as to control into public, private and foreign. It declares primary education of six years to be compulsory in places where adequate facilities exist. It makes provision for public examinations at the end of the primary, intermediate and secondary stages without the passing of which no student can proceed to the next stage. It lays down the basic conditions for the appointment of teachers, and gives very detailed provisions—to be mentioned later—as to the control and supervision of private and foreign schools. In this connexion it lays down that primary education is a responsibility that can be exercised only by Iraqis, and prohibits Iraqi citizens from attending foreign primary schools.

The Local Languages Law of 1931 stipulates that in any school of the northern provinces, where the majority of the students speak Kurdish or Turkish, primary school instruction shall be conducted in that language, Arabic becoming a second language. The Provincial Administration Law of 1945 empowers provincial councils to open primary and technical or agricultural schools and conduct campaigns against illiteracy.

Based on the Education Law is a series of regulations laying down detailed instructions for the conduct of education. Thus there are the regulations for each of the Ministry of Education, the primary schools, the secondary schools, the teacher-training institutions, the public examinations, and educational missions (i.e., fellowships and scholarships abroad). Each of the institutions of higher education has its own regulations. Regulations are legal instruments drafted by the Ministry or, in the case of higher education, by the institutions themselves, and approved by the Council of Ministers.

ADMINISTRATION AND FINANCE

Educational administration in Iraq is highly centralized. The Minister of Education is a member of the Council of Ministers and is responsible to Parliament. All officials in the Ministry of Education are responsible to the Minister directly or indirectly. All ministerial orders are issued in his name; he has authority to appoint and dismiss all education personnel subject to the provisions of the Civil Service Law and the Discipline of Officials Law. In the case of officials and teachers of senior grade, action is also subject to the approval of the Council of Ministers. Dismissals are based on decisions of standing disciplinary committees whose decisions are subject to appeal to a higher disciplinary committee. Under exceptional circumstances the Council of Ministers is empowered to dismiss an official or teacher.

The Minister is assisted by a director-general of primary education, a director-general of secondary and professional education, and an inspector-general. Administratively, Iraq is divided into 14 *liwas* (provinces) each of which has a director of education who handles all administrative problems related to elementary and secondary schools in consultation with the responsible directors-general in the Ministry of Education. Higher education institutions have a special status. The deans of these institutions, which are all situated in Baghdad, are directly responsible to the Minister. The Ministry of Education lays down the curricula of the elementary and secondary

schools, recruits and promotes the teachers, administers the public examinations and approves (and mostly publishes at cost price) the primary and secondary school textbooks.

Primary schools are inspected at least once a year by inspectors detached to each of the provincial offices. Their reports go to the provincial directors and to the inspector-general. Intermediate and secondary schools are inspected by 'specialized inspectors'—subject-matter specialists appointed for the purpose. There are also a few administrative inspectors.

Public education, whether under the Ministry of Education or other ministries, is almost entirely financed from the central budget of the Government. No local rates are levied. The proportion of the general budget spent on education has fluctuated between 12.9 per cent in 1938 and 8.5 per cent in 1944. In 1948-49 the budget of the Ministry of Education was I.D. 2,572,625 ($7,203,350) and represents 11.7 per cent of the national budget. This does not include expenditure on the Royal Medical College, the College of Pharmacy, the College of Religion the schools of nursing, health officials and agriculture, which are under other ministries.

The students of the primary and secondary schools pay no tuition fees. Board, lodging, books, medical care and travel back and forth between home and school are also provided free at the teachers' colleges and other professional and technical schools. Education is also free in institutions of higher education, except for the colleges of Law and Commerce where a fee of I.D.15 ($42) is charged. About 35 per cent of the students are exempted totally or partially. Students in the Royal College of Medicine, the College of Pharmacy, the College of Engineering, the Queen 'Aliyah College and the Higher Teachers' College sign contracts to serve the Government for a certain number of years in return for their free education.

ORGANIZATION OF THE SCHOOL SYSTEM

The school system of Iraq is a single ladder system comprising schools and institutions from the kindergarten to colleges on the university level. Only a few public kindergartens exist. The field of preschool education has been largely left to private enterprise. The Ministry of Education feels that since the majority of children of school age are still out of school, its main responsibility is to spread primary education to the utmost of its ability. The primary school is of six years' duration after the completion of the sixth year of age. Ordinarily boys and girls are segregated in separate schools, but there exists a type of mixed primary school of which there were 68 in 1948-49. Some village schools for boys are also known to accept girls.

On leaving the primary school pupils may choose to enter an intermediate school for three years followed by a preparatory school for two years. This allows them, after passing the public examinations, to enter higher institutions. There are, however, other channels. A boy may enter a rural teachers' college for five years or a technical school for five years. A girl may enter the elementary teachers' college or the home arts school, both of which give five-year courses. These last four types of schools provide free board and lodging to the students. Ten boys of every province are accepted free each year into boarding departments of intermediate schools on the basis of their performance in the public primary examinations.

After completing their intermediate school and passing the public examination, pupils may enter a preparatory school where they may join a literary, a scientific or a commercial course of two years each. A boy may also enter the primary teachers' college or the school for health officials for courses lasting three years each. He may also enter the Preparatory Police School or the Preparatory School of Religion, each of which gives a course of two years. A girl may enter the primary teachers' college for women or the nursing school for courses of three years each. An additional year is given to nursing students if they want to take up midwifery.

A secondary school graduate may enter an orientation year leading to the new College of Arts and Sciences opened in 1949 giving a course of four years, or the Royal College of Medicine (6 years), the College of Pharmacy and Chemistry (5 years), the Colleges of Law, Commerce and Economics, Engineering, the Higher Teachers' College and the Queen 'Aliyah College (4 years each). All these colleges are co-educational except the Queen Alia College which is exclusively for women students. In addition a boy may enter the College of Religion (4 years) and the Military or Police Colleges (3 years each). There are also the higher courses of the primary teachers' colleges for men or women lasting for two years above the secondary school.

Soon after its foundation in 1921 the Iraq Government inaugurated a programme of sending students for study abroad which, though not a part of its school system, has supplemented its facilities for study above the secondary school level, and has helped to provide the country with specialists and with leaders in the various aspects of public life. Starting with 9 students in 1922, this programme has continuously been expanded until there were in 1948-49 about 600 students studying completely at Government expense in such foreign countries as Syria,

Lebanon, Egypt, Great Britain, France, Switzerland, the United States of America and a few other countries. The number of students studying abroad at their own expense is about equal to those studying at Government expense.

Upon the recommendation of the Ministry of Education, the Government grants currency exchange facilities to students, especially to those studying in hard currency countries. Aside from regular full scholarships, the Ministry of Education grants three other types of aid to students wishing to study abroad: (a) a deputation fellowship given to a teacher or Government official for purposes of specialization covering his travel, his salary and an increment of 85 per cent on the salary; (b) a grant-in-aid to students studying at their own expense, amounting to one-third the value of a full Government scholarship; (c) study leave at half pay granted a teacher or official for a maximum of two years.

Students receiving full scholarships sign a contract to serve the Government for a number of years equal to that of their scholarship. Grant-aided students give a guarantee that they will come back to work in the country.

ADULT EDUCATION

Beginning with 1922 an organization known as *Al-Ma'had al-'Ilmi* ('Institute of Learning') was established which for a number of years conducted a vigorous campaign against illiteracy, and had branches in the main towns of Iraq. The activities of this organization were taken over by the Ministry of Education in 1929 and literacy classes were opened in a large number of towns and villages. The movement reached its peak in 1938-39 when there were 212 centres with 576 teachers and 16,633 students. The war years showed some decline which has been further accentuated by the shift of the responsibility for the literacy campaign to the provincial councils. This has meant some dislocation which shows its effects on the number of students for the current year, and which it is hoped will be overcome as the councils acquire greater experience. A new organization known as the Association of the House of the People was started shortly before World War II, and opened literacy centres in a number of small towns and villages. No statistics exist at the Ministry about the number of centres and pupils.

In addition, the Ministry of Education maintains evening primary schools following essentially the same programme of studies as the day primary schools. These schools are attended by children of school age and by adults who work during the day, and prepare for the public examination leading to the primary school certificate. Previously the Ministry maintained evening intermediate and preparatory schools, but has left this field in the last few years to private initiative, with the result that a large number of private evening schools have been opened. A substantial proportion of these is maintained by teachers' organizations. The only higher institution which offers evening classes is the Law College, more than half of whose students are registered in evening classes. Statistics for all these three types of schools are not shown separately, but are included in the global figures for primary, secondary and higher education.[1]

PRIVATE AND FOREIGN SCHOOLS

These exist only on the pre-school, primary and secondary levels. No private or foreign technical, teacher-training or higher education institutions exist. Their enrolment represents about one-sixth of the total enrolment of the country in institutions of all types. Foreign schools are no more than a dozen in number. Private and foreign schools are located mainly in the larger towns, although a number of private schools exist in some of the villages around Mosul.

The Public Education Law of 1940 lays down detailed provisions for the control of private and foreign schools. They can be opened only upon permission from the Ministry of Education and are subject to its inspection. Every year they must submit their annual budget, and their teachers and textbooks must be approved by the Ministry. Their curriculum is ordinarily that of the public schools, with sometimes slight variations. They are required by law to follow the Government programme in Arabic language and literature, in history and geography and in civics, and must teach these subjects in the same textbooks used in the public schools and by teachers appointed by the Ministry of Education. Their certificates are not recognized by the Government, so the students must pass the public examinations before being admitted to higher stages in the public school system or before they can be employed in the Civil service.

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1 In 1947-48 there were 41 public evening primary schools with 488 part-time teachers and 7,535 pupils. In the same year there were 16 private evening intermediate schools for boys with 2,639 students and 13 private evening preparatory schools for boys with 1,220 students. Of the 2,296 students at the Law College in the same year, 1,364 were registered in evening classes. Of these 49 were women (out of a total female registration of 107).

BUILDING AND EQUIPMENT

In spite of continuous building by the Ministry of Education in the last 25 years, the school building programme has consistently lagged behind the expansion of the school system. As a result about 47.4 per cent of the buildings are owned by the Government, about 11.8 per cent are contributed from various sources and about 40.8 per cent are rented. This is one of the main problems facing Iraqi education. Furniture and equipment are provided by the Ministry. During World War II, owing to difficult communications with the outside there was a dearth of equipment as well as of printing paper for textbooks. The situation has now improved and laboratories for secondary and higher institutions are being replenished, while an adequate supply of paper now exists. Textbooks ordinarily written by committees nominated by the Ministry and published at Government expense are sold at cost price to pupils of primary and secondary schools. About 25 per cent of the children, however, receive their books free. Very small libraries exist in the schools. This is a phase of the life of the schools which is in great need of development.

EDUCATION AND STATUS OF TEACHERS

Teachers in Iraq receive their professional training in one of the three kinds of teachers' colleges. Primary school teachers are prepared either at the primary teachers' colleges for men or women, or at the rural teachers' colleges. The primary teachers' colleges offer two parallel courses: a three-year course above the intermediate schools and a two-year course after completion of secondary school education. Rural teachers' colleges give a five-year course to graduates of the primary schools. In addition there is in Baghdad an elementary teachers' college for women giving a course of four years. Occasionally, owing to the rapid expansion of the primary school system in some years, the Ministry was forced to employ secondary school graduates. These are employed as assistant teachers until they pass a full year course or some summer courses in education.

Secondary school teachers are recruited from the graduates of the Higher Teachers' College (co-educational), or the Queen 'Aliyah College for women, both of which give a four-year professional course for graduates of the secondary schools. Some secondary school teachers are recruited from Iraqi students who studied at universities abroad, mostly at Government expense. Others are recruited from the Arabic-speaking countries (mainly from Egypt), but the number is decreasing. Some English language teachers are recruited from abroad, usually from Great Britain.

Teachers in Iraq are civil service officials. In appointment, salary, promotion, discipline, dismissal and retirement they are subject to the same rules and regulations as are applied to other Iraqi civil service officials. Retirement allowances are calculated on the basis of half the average salary of the final seven years of a thirty-years' service.

SCHOOL HEALTH SERVICE

The Ministry of Education has a school health service which maintains clinics and dispensaries in Baghdad and the capitals of the 14 provinces. In addition there is in Baghdad an eye clinic, a dental clinic and a small hospital. Grave cases are taken to the hospitals of the Iraqi health service. Some of the teachers' colleges have their own doctors and nurses who perform the double function of providing health education and medical care to the students. School children are examined at least once a year. In districts where no education doctor exists this examination is carried out by the doctors of the Iraqi health service. No child is admitted to school without a certificate of vaccination against smallpox. Treatment and vaccination are provided free of charge, and hospitalization is free for boarding students. In cases of epidemic, compulsory free vaccination is provided.

PHYSICAL EDUCATION, SCOUTING AND EXTRA-CURRICULAR ACTIVITIES

A division of physical education, under a director, is maintained at the Ministry of Education, and has for its function the stimulation of physical education in the schools. Besides physical education and games in the regular classroom hours, schools ordinarily organize teams, often one for each class, in various games. The most widespread games are football (soccer), basketball and volleyball. Competitions between schools are held in the larger towns, leading to national series for cups provided by the Royal family, the Ministry, or some prominent personalities. There is also an annual Olympic Games competition for secondary schools, both public and private, while the higher institutions organize their own competitions.

An extensive scouting movement existed between 1920 and 1936. This was later superseded by military

training in secondary schools, which in turn was abolished in 1941. An attempt is being made to revive the scouting movement. Camping is encouraged and for some years summer camps have been held in the northern mountains. School trips to various archæological or other sites of Iraq are very frequent, and there have been occasional school trips abroad to other Arab countries, Turkey and Iran.

Extra-curricular activities are encouraged, particularly in secondary schools. These include literary societies, dramatization, art groups, manual arts, school papers, etc. This is, however, an aspect which needs further development.

PROBLEMS AND TRENDS

Undoubtedly the most important educational problem of Iraq is the establishment of universal, compulsory and free primary education. For a generation Iraq has been struggling to increase its primary school enrolment from the negligible figure of 6,000 pupils inherited from the Ottoman régime in 1918. Today enrolment is 175,000. The last five years have shown an increase of 70,000 or 66.6 per cent over 1944. The problem is partly financial and economic, but is also related to other factors, e.g., land tenure, large tribal population, sparse distribution of the population in certain areas, the development of local councils and institutions, etc.

A second problem is that of fitting the primary and secondary school curricula, which are now bookish and academic, to the needs of the country. Recently the Ministry has been experimenting with a special type of rural school where practical instruction in agriculture and handicrafts is given. A greater measure of activity methods is also needed to vitalize school instruction and to bring it nearer to daily life.

Another problem is that of reviving the campaigns against illiteracy and broadening them into fundamental education designed to raise the standard of living of the people.

Technical and vocational education needs a greater development and along sounder lines than hitherto. The technical schools need to be more closely related to industry. Recently there has been a trend towards differentiating secondary education to include technical, agricultural and commercial education.

Although possessing a number of higher institutions, Iraq as yet has no university. Beside various plans laid down in the country, a universities commission was invited early in 1948, and suggested a scheme for constituting the university, based on a plan developed in 1943. Owing to administrative and financial difficulties, the scheme has not yet been put into execution. The need for a university, however, is keenly felt, mainly for purposes of advanced research directed towards the problems of the country, for producing a better type of leadership and for recognition of Iraqi higher education abroad.

Finally mention must be made of the problem of administrative instability, due to frequent changes in Government. There is a need for a more permanent specialized staff in the senior posts which will ensure the development and application of an educational policy which will remain stable in spite of governmental changes.

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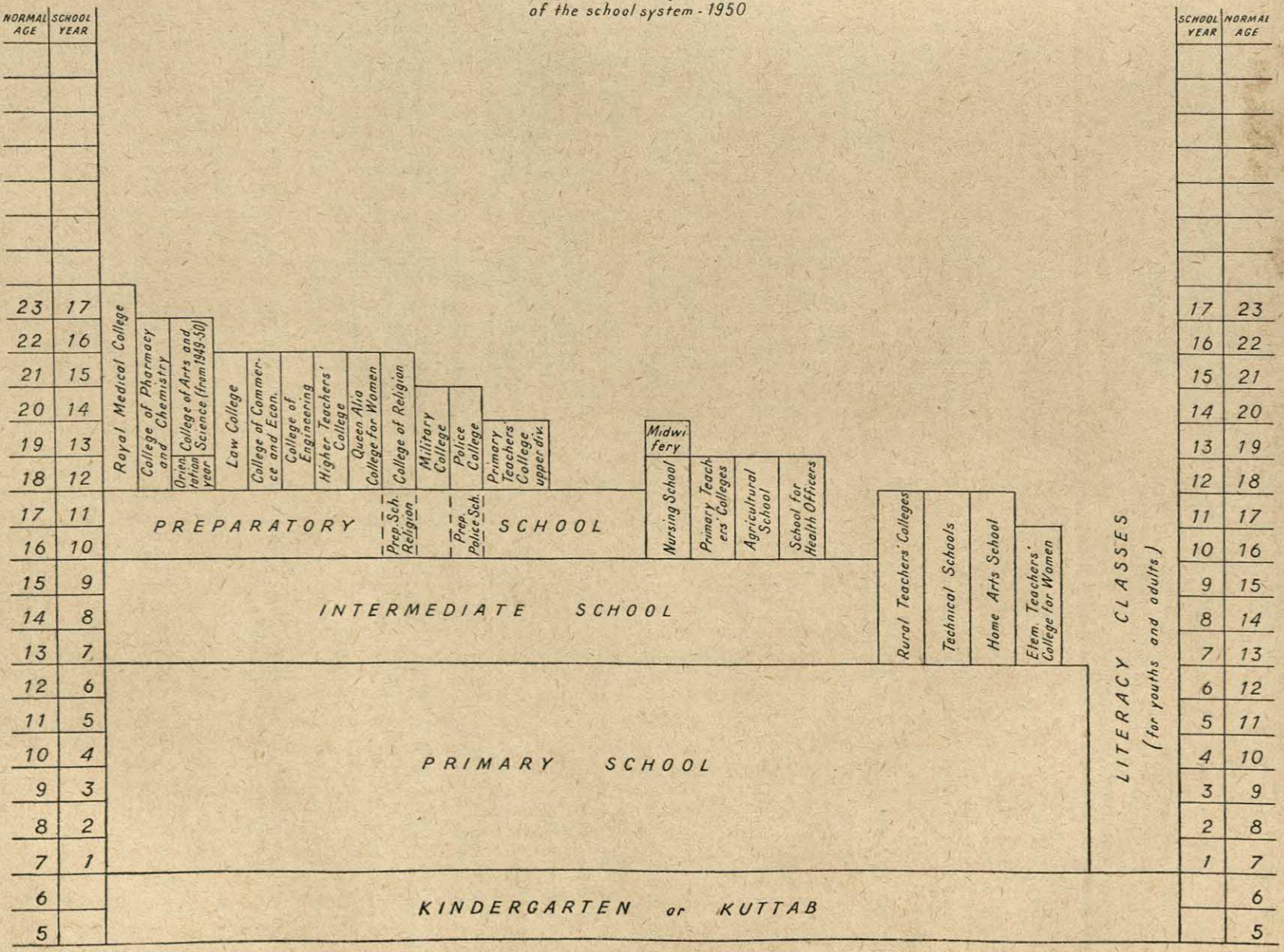
IRAQ

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Kindergarten	4 +	2	—	—
Primary Education				
Primary school	6	6	Home or kindergarten	Primary school certificate [1]
Secondary Education				
Intermediate school	12	3	Sixth year primary	Intermediate school certificate [1]
Preparatory school	15	2	Third year intermediate	Secondary school certificate [1]
Primary teachers' college	15 or 17	3 or 2	Third year intermediate or fifth year secondary	Diploma of the primary teachers' college [1]
Rural teachers' college	12	5	Sixth year primary	Diploma of the rural teachers' college
Women's elementary teachers' college	12	4	Sixth year primary	Diploma of the women's elementary teachers' college
Technical school	12	5	Sixth year primary	Technical school certificate
Agricultural school	15	3	Third year intermediate	Diploma of the agricultural school
Home arts school	12	5	Sixth year primary	Certificate of the home arts school
School of health officials	15	3	Third year intermediate	Diploma of health official
School of nursing and midwifery	15	3 + 1	Third year intermediate	Diploma of nurse and midwife
School of religion—preparatory stage	15	2	Third year intermediate	—
Preparatory school for public officers and acting police officers	15	2	Third year intermediate	Certificate of preparatory police school
Institute of fine arts	12 and over	4—7	Undefined	Diploma of the school of fine arts (according to subject)
Orientation college (year)	17	1	Fifth year secondary	Certificate
Higher Education				
(a) Non-degree-granting colleges:				
College of religion	17	4	Fifth year secondary and approved religious schools	Diploma of the college of religion
Military college	17	3	Fifth year secondary	Diploma of the military college with rank of 2nd lieutenant
Police college	17	3	Fifth year secondary	Diploma of the police college
College of engineering [2]	17	4	Fifth year secondary	Diploma in civil engineering
(b) Degree-granting colleges:				
Royal college of medicine	17	5 + post-grad.	Fifth year secondary	M.B./M.D./M.Surg./Ph.D.
College of pharmacy and chemistry	17	5	Fifth year secondary	Phar.Chem./B.Sc. in chemistry
College of law	17	4	Fifth year secondary	Licence in law
College of commerce and economics	17	4	Fifth year secondary	Licence in commerce
Higher teachers' college	17	4	Fifth year secondary	Licence in letters or in science
Queen 'Aliyah College	17	4	Fifth year secondary	Licence in letters or in science
College of arts and science (from 1949/50)	18	4	Orientation college	Licence in letters or in science

[1] Primary, intermediate and secondary school certificates are granted on the basis of State examinations.

[2] All degree-granting colleges are co-educational except the Queen 'Aliyah College, which is exclusively for women.

55. Summary of School Statistics
Number of institutions, teachers and students in 1937/38 and 1950/51

Type of Education	Institutions		Teachers				Students enrolled			
			1937/38		1950/51		1937/38		1950/51	
	1937/38	1950/51	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Kindergartens, public	26	...	...	...	...	...	2 628	...	...	...
Primary										
Primary schools, public	698	[1] 1 101	2 798	697	6 367	1 991	95 593	22 163	180 722	42 222
Primary schools, private	—	[2] 128	—	—	749	391	—	—	22 266	7 381
Secondary										
Intermediate schools, public	44	90	277	52	500	199	8 835	1 430	18 011	4 176
Intermediate schools, private	—	57	—	—	193	51	—	—	7 154	668
Preparatory schools, public	12	31	58	7	499	102	1 420	124	4 686	936
Preparatory schools, private	—	38	—	—	604	75	—	—	2 676	262
Teacher training										
Teachers' training colleges, public primary and rural	5	[3] 13	51	15	70	27	905	338	1 567	542
Vocational and technical										
Vocational schools attached to Ministry of Education	4	6	52	14	79	13	360	235	898	197
Vocational schools attached to other Ministries	—	5	—	—	...	...	—	—	342	119
Higher										
Higher institutions attached to Ministry of Education [4]	2	6	...	...	135	4	455	...	4 249	805
Higher institutions attached to other Ministries [5]	—	4	—	—	...	...	...	...	801	90

[1] Including kindergartens, 190 girls' primary schools and 92 co-educational primary schools.
[2] Including 22 girls' schools and 56 co-educational schools.
[3] Including 6 courses for teachers.
[4] All higher institutions are co-educational except the Queen 'Aliyah College for Women and the military and police colleges
[5] Including the military and police colleges.

56. Age-sex Distribution of Pupils in public and independent schools in 1948/49

Age in years	Number of pupils enrolled			Percentage of pupils enrolled					
				By sex for each age			By age for each sex		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
All ages	**201 802**	**153 604**	**48 198**	**100.0**	**76.1**	**23.9**	**100.0**	**100.0**	**100.0**
Under 7	3 170	1 873	1 297	100.0	59.1	40.9	1.6	0.1	2.7
7	25 599	18 691	6 908	100.0	73.0	27.0	12.7	12.2	14.3
8	24 427	17 559	6 868	100.0	71.9	28.1	12.1	11.4	14.2
9	25 431	18 523	6 908	100.0	72.8	27.2	12.6	12.1	14.3
10	24 925	18 712	6 213	100.0	75.1	24.9	12.4	12.2	12.9
11	21 895	16 782	5 113	100.0	76.6	23.4	10.8	10.9	10.6
12	16 820	12 936	3 884	100.0	76.9	23.1	8.3	8.4	8.1
13	13 333	10 357	2 976	100.0	77.7	22.3	6.6	6.7	6.2
14	11 071	8 601	2 470	100.0	77.7	22.3	5.5	5.6	5.1
15	9 808	7 960	1 848	100.0	81.2	18.8	4.9	5.2	3.8
16 [1]	10 198	8 670	1 528	100.0	85.0	15.0	5.1	5.6	3.2
17	4 269	3 374	895	100.0	79.0	21.0	2.1	2.2	1.9
18	3 555	2 937	618	100.0	82.6	17.4	1.8	1.9	1.3
19	2 831	2 443	388	100.0	86.3	13.7	1.4	1.6	0.8
20	1 780	1 632	148	100.0	91.7	8.3	0.9	1.1	0.3
21 and above	2 690	2 554	136	100.0	94.9	5.1	1.3	1.7	0.3

Source. Unesco questionnaire EDUC/67.
Note. Excluding higher education and professional and vocational schools.

[1] Including 5,777 (5,230 boys, 547 girls) in primary schools, aged 16 or above.

IRISH REPUBLIC

Total population
(estimate: mid-year 1949)
2 991 000

Based on printed sources[1]

LEGAL BASIS

According to the Constitution of Ireland, 1937, 'the State acknowledges that the primary and natural educator of the child is the Family'. Consequently the schools are established and controlled by parents or religious organizations whom the parents entrust with the education of their children. The State directly maintains and controls only a few model primary schools and six preparatory colleges; all the remaining schools, primary, secondary or universities are independent and controlled by religious organizations, representing the parents. The State, however, guarantees equality of opportunities for all children. For that purpose it subsidizes schools and supervises the standards of instruction. Compulsory attendance is required between the ages 6-14, but the parents are free to choose the ways to meet this requirement.

ADMINISTRATION AND FINANCE

Administration is highly centralized in the Ministry of Education. There are no local education authorities. Local councils establish scholarships and subsidize vocational and technical centres, but these are administered by the Ministry. Although all schools, with a few exceptions, are the property of local managers or religious congregations, the State subsidy amounts to 90 per cent of all educational expenditure. State supervision, enacted through State inspectors, imposes certain conditions of financial assistance which include compulsory introduction of the Irish language as a medium of instruction. This measure is being imposed gradually and there are still many secondary schools, subsidized by the Government, which use English. In fact all schools are denominational and in their internal organization are controlled by the respective churches: Roman Catholic, Church of Ireland, Presbyterian, etc. The overwhelming majority of schools are thus controlled by the Catholic Church either through the local managers or religious congregations.

ORGANIZATION OF THE SCHOOL SYSTEM

There are no separate pre-school institutions. Children of 4 to 6 years attend infant departments of primary schools on a voluntary basis. The national primary schools have eight standards for eight age-groups, 6-14. After standard VI children may take an examination for the primary school certificate which entitles them to enter secondary or vocational schools.

At the age of 12 pupils with a primary school certificate or who pass an entrance examination may enter secondary schools. Secondary education, unlike primary, is not free. The State, however, pays capitation grants for every pupil and fees are very low. The first four years of secondary school lead to the intermediate certificate, which entitles the pupils to continue their education for another two years so as to take the leaving certificate. Poor scholars of this division receive State and local scholarships. The leaving certificate is accepted by the universities for matriculation.

Vocational and technical education is organized in centres, both urban and rural. The full-time courses accept children of 14 years of age who have passed the primary school certificate. Part-time courses, as a rule, have adolescents of 16+ and adult students. In urban centres the courses include all crafts and arts and technical and engineering branches. In rural centres most of the pupils attend courses connected with various aspects of agriculture and domestic science.

[1] Text and statistics kindly prepared by the Institute of Education, University of London.

There are two universities in the Irish Republic: The University of Dublin (Trinity College), an Anglican foundation; and the National University, a federation of four colleges (University College, Dublin; University College, Cork; University College, Galway and St. Patrick's College, Maynooth). Of these Colleges, the last named is denominational—Roman Catholic—and only for men; the others are open to all and co-educational. In general, the National University is controlled by the Catholic Church.

For abnormal children there are eight schools for defectives, 51 industrial and three reformatory schools for delinquent and abandoned children.

Adult education is provided in evening centres of vocational education, mentioned before.

INDEPENDENT (PRIVATE) SCHOOLS

All schools in the Irish Republic are in a sense independent institutions, although receiving State subsidies. There is a small number of private preparatory schools not receiving any subsidy. The main point of their survival was in the past the opposition to the imposition of the Irish language as a medium of instruction. As the number of secondary schools accepting Irish gradually increases the English-speaking preparatory schools will be compelled to accept Irish and then will receive the subsidy from the Government and lose their private character.

SCHOOL BUILDINGS

School buildings are the property of local school managers or religious congregations and have to be provided by them. Upkeep and repair of buildings is also the duty of owners, the State giving grants for that purpose. University buildings and equipment, on the contrary, are largely provided from public funds.

STATUS OF TEACHERS

Primary teachers receive their secondary education in six State preparatory colleges and then have a two-years' professional training in the training colleges, which are denominationally separated. As the medium of instruction is Irish, most of the students come from the poorer Irish-speaking areas and are maintained by the State. Gradually old English-speaking teachers give place to Irish-speaking candidates. In 1944 the teachers of national primary schools were classified as follows: 1,375 (40 per cent) with no certificates; 2,791 with ordinary certificate (English); 8,629 with bilingual certificates (Irish and English) and 950 *Ard Teastas* (Irish-speakers). Of this number, 1,638 are monks of Catholic orders and 359 nuns. Teachers' salaries are paid directly by the State with the exception of 800 members of religious orders who do not receive salaries but whose orders are paid by the Government by capitation grants. Teachers are appointed, promoted and dismissed by local school managers.

Secondary school teachers receive their academic training in the universities and as a rule possess the first degree of B.A. or B.Sc. or an equivalent Bachelor's degree. Usually they attend for an additional year of professional training for the Teachers' Diploma. Their basic salaries are paid by the owners of secondary schools, but the Government pays substantial grants. Teachers of secondary schools are appointed, promoted and dismissed by the owners, half of whom are Catholic religious orders. Teachers in vocational schools are mostly graduates and are appointed by local authorities.

SCHOOL HEALTH SERVICE

The State provides regular medical supervision of school children and school meals for necessitous pupils. Local authorities provide an amount equal to State grants for meals. Physical education is provided through games and sport.

YOUTH GROUPS

There are Catholic boy scouts and Catholic girl guides as well as other Catholic youth organizations. Their role is subordinate to school instruction.

SPECIAL PROBLEMS

The special problem of the Irish Republic is the introduction of Irish as the medium of instruction with the aim of making Ireland a Gaelic-speaking nation. Although the policy is endorsed by the overwhelming majority of the population, the difficulties are so great that progress is very slow. As Northern Ireland decided to retain English as the national language and as many Irishmen emigrate

or work in England, Scotland and the U.S.A., it is unlikely that the use of English in daily life will ever be supplanted by Irish. The probable result is a bilingual population.

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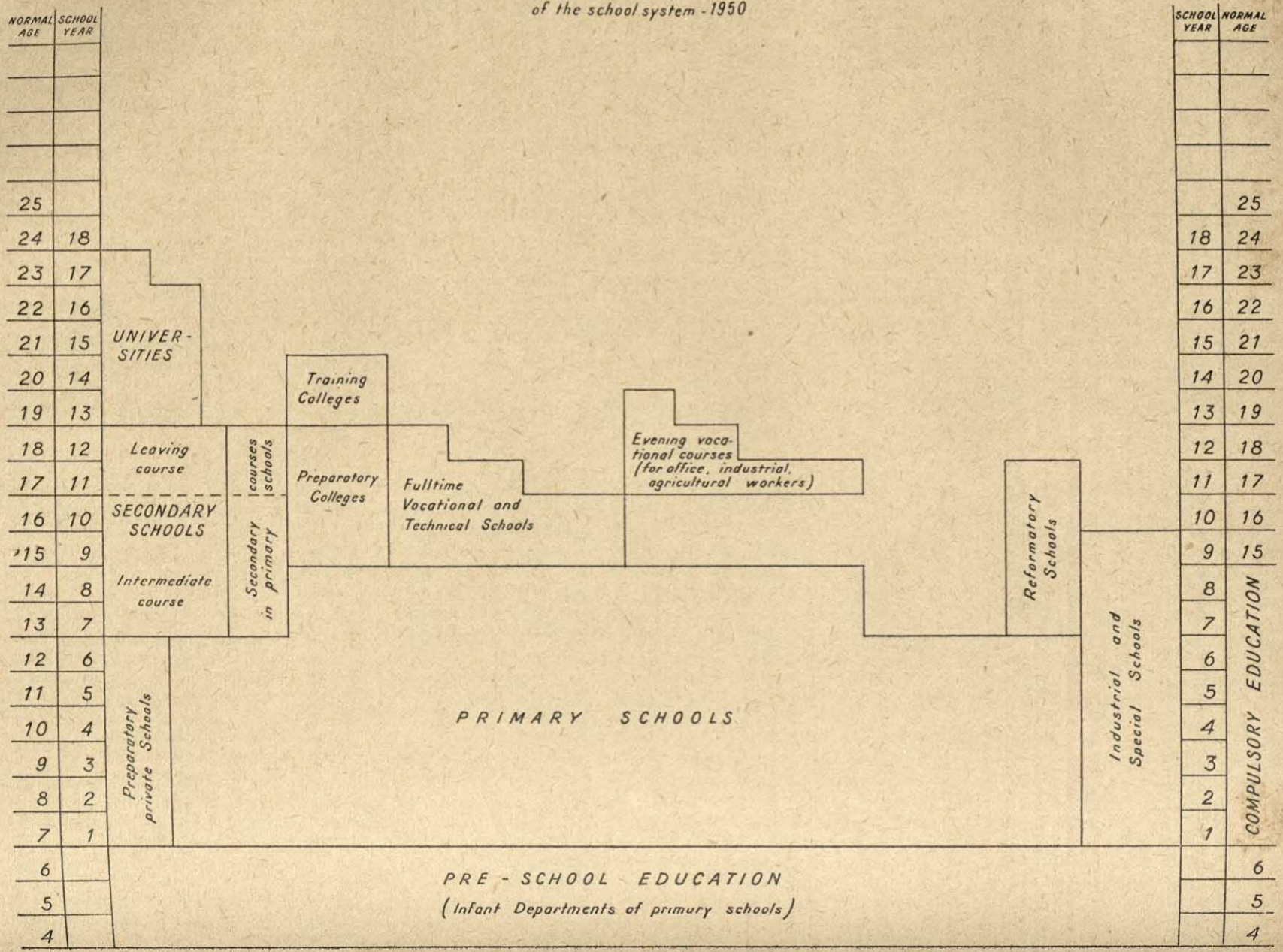
IRISH REPUBLIC

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Infant departments	4	2	—	—
Primary Education				
National primary schools	6	8		Primary school cert. after 6 years or more
Private preparatory schools	6	6		Primary school cert. after 6 years or more
Secondary Education				
Secondary schools	12	6	Primary school cert. or entrance exam.	Intermediate cert. after 4 years and leaving cert. after 2 more years
Full-time vocational and technical schools	14	3—4	From primary schools	—
Evening vocational courses	16	1—3	Primary school cert.	—
Preparatory colleges (for teachers)	14	4	Primary school cert.	—
Higher Education				
(a) Non-degree-granting colleges: Training colleges (for teachers)	18	2	From prep. college or secondary school	Teacher's cert.
(b) Degree-granting colleges: Universities	18	4—5	Matriculation (leaving cert.) secondary school	Various bachelor, master and doctor degrees

57. Summary of School Statistics
Number of institutions, teachers and students in 1936/37 and 1949/50

Type of education and kind of school	Institutions		Teaching Staff				Students			
			1936/37		1949/50		1936/37		1949/50	
	1936/37	1949/50	Total	Female	Total	Female	Total	Female	Total	Female
Primary [1]										
National and private preparatory	5 212	4 886	13 426	9 113	12 870	8 674	481 599	242 473	463 703	230 542
Secondary										
General	331	416	2 948	1 531	3 844	2 056	35 890	15 262	47 065	21 623
Teacher training										
Preparatory and training colleges	12	10	116	...	118	...	1 198	705	1115	772
Vocational and technical										
Urban and rural	878	816	1 458	...	2 079	...	64 878	34 250	84 886	43 784
Schools of arts	1	2	24	...	28	...	431	...	1 032	...
Domestic sciences	3	[2] 20	...	23	...	[3] 137	...	103	...	[4] 1 199
Trade schools	1	1	4	...	5	...	91	...	121	...
Higher										
Universities	2	2	470	...	[5] 614	...	5 745	1 381	[5] 7 749	[5] 2 081
Special										
Industrial and reformatory	54	54	...	...	[5] 444	...	6 196	3 358	6 194	3 203

Source. Central Statistical Office, Dublin.

[1] Including infant departments.
[2] Includes 18 schools formerly included in 'Urban and Rural'.
[3] Includes 118 teachers in residential and miscellaneous schools of domestic economy formerly included in 'Urban and Rural'.
[4] Includes students in residential and miscellaneous schools of domestic economy formerly included in 'Urban and Rural'.
[5] For 1948/49.

ITALY

Total population
(estimate: mid-year 1949)
45 996 000

Based on material provided by
the Ministry of Public Instruction

ADMINISTRATION

The central organ for administering education in Italy is the Ministry of Public Instruction. It is headed by a Minister and an Under-Secretary of State.

The Ministry comprises a number of departments or directorates-general for these fields: general affairs and staffing; elementary education; classical education; technical education; higher education; antiquities and fine arts; academies and librairies; exchanges with foreign countries.

Other parts of the Ministry of Public Instruction which do not have departmental status are: the central committee for popular education; the general inspectorate for private secondary schools; the office of post-war assistance; and the special office of physical education.

The Ministry makes use of the advisory services of a number of bodies: the Higher Council of Public Education; the Higher Council of Antiquities and Fine Arts; the Higher Council of Academies and Libraries; the Administrative Council and the Disciplinary Commission. The members of these consultative bodies are partly nominated by the Minister and partly elected.

The central authority is represented in each provincial capital by a body of permanent officials *(Provveditorato agli Studi)* headed by a rector or *Provveditore*. He has jurisdiction over the public primary and secondary schools in the province and also exercises supervision over private schools. There are two consultative bodies at the provincial level: the provincial council of education and the council on discipline for elementary school staff.

For local administration, each province is divided into a number of school districts, with an inspector of schools in charge; the districts are further subdivided into teaching groups *(circoli didattici)* headed by directors. As a rule each *circolo didattico* consists of 60 to 100 teachers.

There is no intermediate organ between the principals of secondary, classical and technical schools and the *Provveditorati*.

Universities and institutes of higher education depend directly on the directorate-general for higher education.

ORGANIZATION OF THE SCHOOL SYSTEM

PRE-SCHOOL EDUCATION

Pre-school institutions which take children between the ages of 3 and 6 years are known by the general name of 'maternal schools' *(scuole materne)*. They represent the preparatory stage for primary education.

The only State institutions at this level are the kindergartens *(giardini d'infanzia)* attached to primary normal schools and the *scuole materne* attached to normal schools for teachers of infant schools. A number of the schools are run by municipalities but the majority are due to the initiative of private persons and bodies.

Several methods are current: the Agazzi method in 'maternal schools'; Froebel methods in kindergartens; Montessori methods in 'children's homes' *(case dei bambini)*; and a renovated form of the old Aporti method in the *asili infantili*. Most other pre-school establishments apply various eclectic methods.

PRIMARY EDUCATION

The period of compulsory schooling corresponds to the primary school for pupils from 6 to 11 years of age and to the middle school and the secondary school of vocational orientation for pupils from 11 to 14 years.

The primary school curriculum comprises these

subjects: religion; moral, civic and physical instruction; manual work; Italian; arithmetic and geometry; history and geography; science and hygiene; drawing and handwriting; singing.

The school course falls into two stages: the lower course (first three years) and the higher (fourth and fifth years). In primary schools in rural areas or thinly populated regions each teacher takes charge of a number of classes.

The cost of public primary schools is shared between the State and the municipalities. The State provides for teachers' salaries and the local authorities undertake the upkeep of the school.

SECONDARY EDUCATION

Two stages may be distinguished, middle and higher. The former stage is termed 'secondary teaching' *(istruzione secondaria)* and it includes the middle school proper *(scuola media)* and the vocational orientation schools *(scuole di avviamento professionale)*.

The middle school course lasts three years; the curriculum includes religion, Italian, Latin, foreign languages, history and geography, mathematics, drawing, physical training.

The vocational orientation school has a practical bias. The curriculum includes Italian, history and geography, mathematics, natural science, drawing, singing; but it contains also subjects with a bearing on various occupations such as commerce, crafts, industry, agriculture, the merchant marine.

Students who pass the middle school final examination receive a diploma qualifying them to enrol in higher secondary schools (lyceums, normal schools, etc.) as well as in technical institutes. The diploma of the vocational orientation schools leads to the technical schools *(scuole tecniche)* where a two-year course is given.

In the Ministry of Public Instruction one directorate is concerned with 'classical, scientific and teachers' education'. The first two of these categories may be dealt with in the section on secondary education.

The classical lyceums date from 1859, and their organization was re-shaped in 1923 and 1942. The course of five years falls into two stages: two years (upper gymnasium) and three years (lyceum proper). The curriculum includes Italian, Latin, Greek, history and geography, philosophy, natural science, mathematics and physics, history of art. At the end of the course students take a 'maturity' *(maturità)* diploma by an examination set by a State Commission; this gives access to the university faculties.

In scientific lycems the course is of similar structure, but the curriculum differs from the classical one. Greek is replaced by a foreign language and greater emphasis is laid on mathematics, physics and natural science. The 'maturity' diploma is awarded under similar conditions to the classical diploma, and gives access to all faculties except arts and law.

TECHNICAL EDUCATION

Technical and vocational education is provided at several levels: middle, secondary and higher. The schools are regulated by the law of 15 October 1931.

Vocational orientation schools, referred to above, take pupils from 11 to 14 years of age. The same name is applied to courses organized on a one-year or two-year basis. These preparatory schools offer training that is divided broadly for the major occupations: agricultural, industrial, commercial, naval, feminine.

The technical schools *(scuole techniche)* of two years and the technical institutes *(istituti technici)* of five years belong to the secondary education category. The institute diploma is a qualification for posts of importance in the fields of agriculture, industry, commerce, the merchant marine and women's professions (such as rural and commercial specialists, navigators, mechanics, teachers of needlework and domestic science, etc.). Some of the institutes, particularly those of an industrial character, are divided into a number of specialized sections such as mining, metallurgy, mechanical and electrical engineering, chemistry, textiles, optics, etc.

In the technical field there are also many courses for the training, improvement and re-training of workers; these are organized either by provincial committees (set up by a law of 1935) or by separate institutions, some of which depend on Ministries other than Education.

ARTISTIC EDUCATION

This form of education is given by a wide range of establishments—art schools and institutes, academies of fine arts, lyceums and conservatories of music.

The art schools and institutes (a course of six years in all) offer various specialized subjects: iron and other metal-work, woodwork, ceramics, architecture, sculpture, design, etc. Art lyceums and academies of fine arts provide a four-year course; the diploma conferred by the lyceum leads to the academy which has four sections—painting, sculpture, decoration, scene-painting.

The lyceum and conservatory of music are also divided into several sections for organ, singing, piano, harp, violin, etc.

HIGHER EDUCATION

This is given in universities and higher institutes.

Italy has 29 State universities in the following cities: Bari, Bologna, Cagliari, Catania, Ferrara, Florence, Genoa, Macerata, Messina, Milan, Modena, Naples, Padua, Palermo, Parma, Pavia, Perugia, Pisa, Rome, Sassari, Sienna, Turin and Trieste.

The higher institutes are four in number: the Polytechnical Institutes of Milan and Turin, the Institute of Architecture of Venice and the Institute of Economics and Commerce of Venice.

There are four private universities: the University of Camerino; the Catholic University of the Sacred Heart, Milan; the Commercial University Luigi Bocconi, Milan; the University of Urbino. In like category are four teachers' institutes: Suor Orsola Benincasa, Naples; and Maria S.S. Assunta, at Rome, Salerno and Genoa. Beside these universities and institutes there are some higher institutions with special statutes, such as the Higher Normal School of Pisa, the Higher Naval Institute of Naples, the Higher Oriental Institute of Naples and the university for foreigners in Perugia.

The curricula in private establishments are identical with those of the State universities and higher institutes, and the degrees they grant have the same validity. Although foreign university degrees have no legal validity in Italy, they may be recognized under certain conditions.

There is a standard single degree *(laurea)* granted by Italian universities. In most faculties the course lasts four years; for chemistry, engineering and architecture, it is five, for medicine, six.

TEACHER TRAINING

Intending primary school teachers take the four-year course of a teachers' institute *(istituto magistrale)* after completing a middle school course. The professional part of the curriculum consists of pedagogy, psychology and practice teaching.

Students who receive the diploma of the teachers' institute may obtain a temporary post in a public school, or teach permanently in a private school, or enter for the competitive examination which leads to permanent appointment in the State system.

Teachers in secondary schools and lyceums are required to have university training with a degree related to the subject they teach. They are also expected to take the competitive examination organized periodically by the Ministry of Public Instruction.

ADULT EDUCATION

Until 1946 adult education was given by evening schools and Sunday schools provided for in the 1938 law on primary education. At the end of the second world war the Ministry of Public Instruction undertook a vast campaign of adult education and literacy teaching.

The law of 17 December 1947 set up in Italy the 'popular school' *(scuola popolare)* for adults. There are three types—for illiterates, for semi-literates, and of a pre-vocational nature. The first two are intended to provide remedial education to all who missed schooling at the compulsory school-going age. Courses of the third type are reserved for adults with primary education who wish for rudimentary vocational training. The minimum age of admission to these 'popular courses' is 12 years, and courses last five months (at the rate of 10 to 15 hours per week).

The 'popular school' is free. Lessons are given, by day and in the evening, in a variety of sites—primary schools, factories, farm estates, institutions concerned with emigrants, barracks, hospitals, prisons, etc. A course may be established if at least 10 students seek enrolment. The teaching is entrusted wherever possible to primary school teachers who do not hold permanent posts.

Mention should also be made of a wide range of activity by private bodies in the fields of family and social education.

In November 1947 a central commission for popular education was set up under the Ministry of Public Instruction.

PRIVATE SCHOOLS

Article 33 of the Italian Constitution recognizes the right of organizations and private persons, as well as of the State, to found schools. Control of non-State establishments is carried out by the central authority at two levels: the directorate-general for elementary education supervises private primary schools; and a special inspectorate attends to secondary schools.

A varied grading is applied to private secondary schools: they may be treated as equivalent (to State schools), legally recognized or authorized (in which case the studies have no legal standing). At the end of the course students take the State 'maturity' examination.

ASSISTANCE TO PUPILS

In 1947, a number of school services were revived through the establishment of 'committees of school patrons' *(patronati scolastici)* in each municipality. This local body is designed to give aid to needy pupils and to provide them with books and supplies; to organize medical services, school meals, holiday camps by the sea or in the mountains and similar services.

The *patronati scolastici* are regarded as institutions of public interest. They are placed under the supervision of the provincial inspectorate (the *Provveditori)* and the provincial councils of education act as their trustees.

About 10 per cent of primary pupils use school canteens.

The holiday camps, permanent and temporary, receive assistance from committees of school patrons, from the Commissariat of Italian Youth and from various other bodies.

The office of post-war assistance gives aid to secondary pupils by means of bursaries, special grants and free places in fee-charging schools.

Assistance is given also to child victims of the war who are grouped in children's communities.

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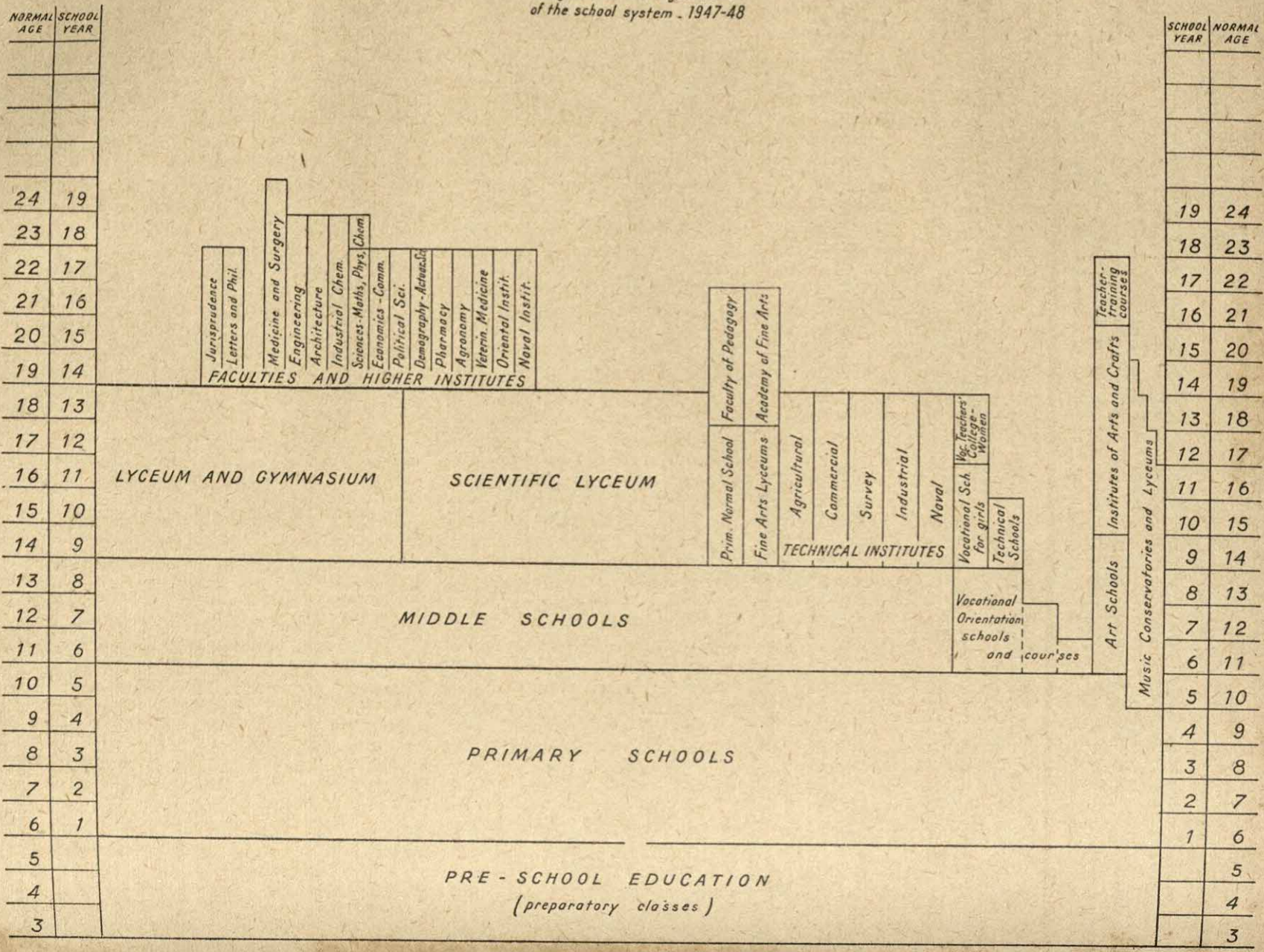
ITALY

Diagram of the organization of the school system - 1947-48



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Kindergartens, infant schools, etc. *(Asili d'infanzia, scuole materne, nidi, case dei bambini)*	3	3		
Primary Education				
Elementary schools *(scuole elementari)*	6	5	One or two years pre-school	Primary certificate *(diploma)*
Secondary Education				
(1) First cycle:				
Middle schools *(scuole medie)*	11	3	Primary cert. and entrance exam.	Middle school certificate *(diploma)*
Vocational orientation schools *(scuole di avviamento professionale)*	11	3	Primary	Vocational school certificate
Vocational orientation courses *(corsi di avviamento professionale)*	11	2—1	Primary	Entry to 2nd or 3rd year vocational school
Art schools *(scuole d'arte)*	11	4—6	Primary	Art school certificate
Music conservatories *(Conservatori di musica)*	10	4—8	Entrance exam. after 4th primary	Diploma of lower, middle and higher courses
(2) Second cycle:				
Classical gymnasium-lyceums *(Licei-ginnasi)*	14	5	Middle school	Classical 'maturity' *(maturità classica)*
Scientific lyceums *(Licei scientifici)*	14	5	Middle school	Scientific 'maturity' *(maturità scientifica)*
Primary normal schools *(Istituti magistrali)*	14	4	Middle school	Diploma of teaching proficiency *(diploma di abilitazione magistrale)*
Technical schools with guidance *(scuole tecniche ad indirizzo)*:				
Agricultural	14	2	Vocational orientation school	Technical school certificate *(licenza)*
Commercial	14	2	Vocational orientation school	Technical school certificate *(licenza)*
Industrial	14	2	Vocational orientation school	Technical school certificate *(licenza)*
Technical institutes with specialization *(Istituti tecnici ad indirizzo)*:				
Agricultural	14	5	Middle school	Technical proficiency certificate
Commercial	14	5	Middle school	Technical proficiency certificate
Industrial	14	5	Middle school	Technical proficiency certificate
Naval	14	5	Middle school	Technical proficiency certificate
Vocational schools for girls *(scuole professionali femminili)*	14	3	Vocational orientation school	Certificate *(licenza)*
Vocational teachers' college for women *(Magistero professionale per la donna)*	17	2	Cert. from vocational school for girls	Diploma in vocational education
Institutes of arts and crafts *(Istituti d'arte)*	14—16	6	Cert. from art school	Certificate *(licenza)*
Fine arts lyceums *(licei artistici)*	14	4	Cert. from middle school	Artistic 'maturity'
Higher Education				
(a) Non-degree-granting colleges: Academy of fine arts *(Academia di Belle Arti)*	18	4	Diploma from Arts Lyceum	Diploma
(b) Degree-granting colleges, universities and schools:				
Universities and higher institutes—faculties of:				*Laurrea* (doctorate) in given field
(Università e Istituti Superiori—Facoltà) Law	18	4	Classical lyceum	Law, political science

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Economics and commerce	18	4	Classical or scientific lyceum or tech. institute	Economics and commerce, politica science, foreign languages and literature
Political science	18	4	Classical or scientific lyceum	Political science, economics and commerce
Statistical, demographic and actuarial science	18	4	Classical or scientific or technical institute	Statistical and actuarial science, statistical and demographic science
Arts and philosophy	18	4	Classical lyceum	Letters, philosophy, geography
Pedagogy *(magistero)*	17	4	Diploma of teaching proficiency	Literature, pedagogy, foreign languages and literature
Medicine	18	6	Classical or scientific lyceum	Medicine and surgery
Veterinary medicine	18	4	Classical or scientific lyceum	Veterinary medicine
Engineering	18	5	Classical or scientific lyceum	Engineering
Architecture	18	5	Classical or scientific or fine arts lyceum	Architecture
Mathematics, physical and natural science	18	4	Classical or scientific lyceum	Chemistry, industrial chemistry, physics, mathematics, maths-physics, natural-biological-geological science
Pharmacy	18	4	Classical or scientific lyceum	Pharmacy
Agriculture	18	4	Classical or scientific lyceum and technical agric. institute	Agricultural science, forestry science
Industrial chemistry	18	5	Classical or scientific lyceum	Industrial chemistry
Oriental institute	17	4	Classical or scientific lyceum or tech. institute or teaching proficiency	Oriental languages and literature, European language and literature, colonial science
Naval institute	18	4	Classical or scientific lyceum and technical naval institute	Economic and maritime science, nautical disciplines

58. Summary of School Statistics
Number of institutions, teachers and students in 1936/37 and 1947/48

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1936/37		1947/48		1936/37		1947/48	
	1936/37	1947/48	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Kindergartens, private	9 589	11 273	17 503	17 503	21 149	21 149	770 828	388 099	888 916	449 542
Primary										
Primary, public	...	33 792	114 636	91 611	146 482	105 525	4 983 356	2 341 241	4 501 028	2 095 152
Primary, private	...	4 331	8 160	7 018	10 657	9 380	203 425	129 845	334 538	200 341
Secondary										
Secondary schools, public [1]	—	613	—	—	16 388	10 285	—	—	204 621	89 278
Secondary schools, private [1]	—	1 157	—	—	10 329	5 819	—	—	100 610	46 842
Gymnasia, public	398	429	8 110	3 131	10 131	4 041	145 527	43 377	136 872	51 326
Gymnasia, private	556	578	2 409	619	5 386	1 852	54 505	10 231	41 685	11 195
Teacher training										
Teacher training institutions	602	434	6 458	4 143	6 970	4 408	154 168	106 381	54 333	48 298
Technical										
Secondary vocational	1 523	1 776	14 620	6 561	20 160	10 824	224 800	77 941	225 949	81 768
Agricultural	57	87	956	247	894	146	3 753	—	7 608	—
Commercial industrial [2]	462	747	8 729	3 196	12 195	4 317	90 014	14 353	119 234	19 661
Vocational for girls [3]	31	101	357	282	1 049	838	1 775	1 775	4 995	4 995
Art and music	95	103	1 641	227	2 086	350	10 370	2 965	10 719	3 227
Higher										
Universities and university institutions	34	37	3 132	...	3 722	175	71 512	11 551	180 149	44 408
Special										
For physically and mentally handicapped children	...	113	...	...	1 069	748	...	...	12 104	4 897

Source. Unesco questionnaire EDUC/67; additional information from *Annuario Statistico Italiano*, 1944-48.
Note. Data include both State and independent schools (the latter category comprising authorized private and subsidized schools), and refer only to full-time institutions, teachers and students.

[1] Secondary schools (i.e. first cycle of secondary level of education) did not exist in their present form before 1940. Their equivalent in 1936/37 is included in the data shown for gymnasia, secondary vocational schools, etc.

[2] Including 17 naval schools with a total enrolment of 2,491 boys in 1936/37 and 22 with 3,128 in 1947/48.

[3] Including schools for women teachers.

16 Hungarian Universities

Number of teachers, students and graduates, by faculty and by sex, in 1937/38

Faculty	Number of Teachers	Teachers			Students enrolled			Graduates		
		Total	Men	Women	Total	Men	Women	Total	Men	Women
All faculties	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**	**[illegible]**
Law	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Economics and commerce	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Political science	[illegible]	[illegible]	[illegible]	—	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Economic, demographic and applied sciences	[illegible]	[illegible]	[illegible]	—	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Forest Academy	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	—	[illegible]	[illegible]	[illegible]
Arts and philosophy	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Theology	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sciences of general studies	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Medicine and surgery	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Veterinary medicine	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Engineering	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Architecture	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mathematics, physics and natural sciences	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Pharmacy	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Agriculture	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Agricultural Academy	[illegible]	[illegible]	[illegible]	—	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Source : Primary questionnaire (OSH) [illegible] from Statistical Institute, 1938/39.

Note : Law, [illegible] in 20 Jury provinces, 4 Jus universities, the Miss Polytechnic, the Trade Polytechnic, the Ecclesiastical Institute in Vienna and the Academy of Economics and Commerce in Vienna. Students include only full-time teachers, students and graduates.

[1] 45 [illegible] approximately 1,000 were of foreign nationality. In addition, there were some 10,000 people attending university courses as [illegible].

renders such services as giving professional and technical guidance and advice concerning education, science and culture to boards of education, universities, research institutes, etc. It has administrative rights of control within limited fields. The Ministry consists of a Secretariat, an Elementary and Secondary Education Bureau, a Higher Education and Science Bureau, a Social Education Bureau, a Research and Publications Bureau, and an Administrative Bureau.

In local districts boards of education were established under the Board of Education Law of 1948 to have jurisdiction over public upper secondary schools and schools below that level. Boards of education are being established in prefectures and cities, towns and villages. So far, they have been established only in prefectures, in five large cities and 59 cities, towns and villages. A prefectoral board of education consists of seven members, while a local (city, town or village) board consists of five members. One member is selected from the local assembly, while the rest are elected by the general public. The board is staffed by an educational superintendent who, being an expert in educational administration, serves as executive.

Cities, towns and villages have the obligation to establish elementary and lower secondary schools. Their expenses are in principle borne by cities, towns and villages, and their administration is under the jurisdiction of the local board of education. Upper secondary schools are established largely by prefectures. Their expenditure is borne by prefectures, while their administration is under the jurisdiction of the prefectural board of education. Each board of education has teacher consultants who act without any supervisory function as advisers and leaders to principals and teachers. Universities are established largely by the State. Their expenditure is borne by the State, while their administration is under the jurisdiction of the Education Minister. Public universities are administered by prefectural governors or mayors. Old system universities had a high measure of autonomy. With regard to new universities, legislation is being studied to establish university autonomy and to democratize administration.

The State works out standard educational expenditures of local public bodies to be included as part of the overall administrative cost. Equalization grants are given to each local public body to make up for the balance between standard administrative expenditure and standard taxation income. In view of the fact that boards of education do not have sufficient financial autonomy, it is uncertain whether minimum amounts fixed as the local financial need when equalization grants are calculated, will be appropriated by local authorities for education. Accordingly new legislative measures are being studied.

ORGANIZATION OF PUBLIC SCHOOL SYSTEM

The school system of Japan went through fundamental reform by the School Education Law enforced as from 1 April 1947. The former school system was complicated, and it has been simplified by the establishment of a uniform school system consisting of a six-year elementary school, three-year lower secondary school, three-year upper secondary school and four-year university. This means that the principle of equal educational opportunity underlying democratic education has been completely realized in the school system. As a part of the system, there are kindergartens for pre-school children, and schools for the blind and deaf and other handicapped children. Apart from these regular schools, there are miscellaneous schools which are not regulated by law with respect to content of teaching and length of study, etc. Compulsory education is in force with respect to elementary and lower secondary sections of schools for the blind and deaf. Under the old system only 20 per cent of the graduates of compulsory elementary school entered secondary school. Under the new school system all children are given opportunities to enter lower secondary schools, while nine-year compulsory education is guaranteed for the blind and deaf children. The principle of equal educational opportunities is thus making vigorous progress. Under the old system secondary schools for boys were different from those for girls, but the new school system has adopted the principle of co-education. In September 1949 co-education was adopted by all elementary schools, 99.5 per cent of lower secondary schools and 55 per cent of upper secondary schools.

PRE-SCHOOL EDUCATION

Kindergartens take care of children 3 years old or more before they enter elementary school.

ELEMENTARY EDUCATION

Elementary school gives primary general education to children between 6 and 12 years of age, and it is compulsory.

SECONDARY AND VOCATIONAL EDUCATION

Secondary education is conducted in three-year lower secondary and three-year upper secondary schools. The former is compulsory and gives secondary general education to pupils between 12 and 15. The latter

gives higher general education and vocational education to pupils between 15 and 18. No special school is provided for vocational education, but upper secondary schools are designed at once to elevate the general culture of pupils and to give vocational education. As a matter of fact, however, vocational education is at a low ebb owing to the scarcity of equipment and professional leaders in upper secondary schools. There are part-time and correspondence courses for those who want to study while engaged in work.

HIGHER EDUCATION

Higher education is conducted in the four-year universities (six years in medical and dental departments) and post-graduate schools. The aim of the university is to give wide academic knowledge and deep professional instruction to graduates of upper secondary schools and to develop intellectual, moral and practical abilities. The State has established one or more national universities in each prefecture to spread higher education. Universities may have postgraduate schools. Furthermore a system of two- or three-year junior colleges, specializing in technical, vocational education, was enforced in 1950.

SPECIAL EDUCATION

Special education is conducted in schools for the blind and deaf and those otherwise handicapped. Prefectures have the obligation to establish schools for the blind and deaf. Schools for the mentally retarded, disabled and weak children are not yet established. They are educated in special classes set up in some elementary and lower secondary schools.

ADULT EDUCATION

Adult education in Japan is designed eventually to serve over 50,000,000 adults. Adult education was subsidiary to school education in the past, but in the post-war period the importance of adult education as an effective means of democratization has been recognized. Consequently legislative measures including the enactment of the Fundamental Law of Education, the Social Education Law and the Library Law have been taken to encourage adult education.

Adult education in Japan is performed in the following ways:

Through organizations related to social education. They include cultural organizations, clubs, United Nations associations, Unesco co-operating associations, etc. Especially noteworthy are the activities of over 10,000 women's organizations (members totalling 6.25 million); and PTA (Parents and Teachers Associations) were organized in 1947, and as many as 98 per cent of schools throughout Japan, excepting universities, have PTAs, whose members total 15 million.

Through social education facilities. They include citizens' public halls, public and private libraries and museums. Citizens' public halls serve as cultural centres of local communities. They have been set up in 5,272 cities, towns and villages which represent about half of all cities, towns and villages in Japan. There are only 1,550 public and private libraries. Their content is not satisfactory, but the new Library Law of 1950 is expected to stimulate their activities. There are only 235 museums in Japan. Museum facilities leave much to be desired.

Through school extension. Universities and upper secondary schools have extension courses, such as summer courses, courses on culture designed to enlighten adults, and specialized courses to deepen their academic knowledge; elementary and lower secondary schools have classes devoted to general culture of adults.

Since the percentage of enrolment in compulsory schools is very high, there is no need of fundamental education for the illiterate. As to media of mass education, Japan Broadcasting Corporation has special programmes devoted to women, PTA, youth and labour, etc. Increasing use is being made of films, filmstrips, drama, music, exhibitions of pictures, sculpture and so forth.

PRIVATE SCHOOLS

As far as numbers of schools, students and pupils are concerned, private schools of Japan take charge of half of higher education and kindergarten education, over 10 per cent of secondary education and over 90 per cent of miscellaneous school education. This shows that private schools are to a considerable extent substitutes for national and public schools. Moreover, private schools have contributed to Japanese education through their unique academic spirit and tradition. Specific religious education is prohibited in national and public schools by the Constitution and the Fundamental Law of Education, but there is no such restriction in private schools. Accordingly, there are distinguished private schools associated with Christianity and Buddhism, etc.

Private schools have the same form of organization as national and public schools. The manner of their

administration was laid down by the Private School Law of 1949. This Law introduced the system of 'school juridical persons' who are fitted for the management of private education, and established the principle that private schools can be set up and managed only by 'school juridical persons'.

Private universities are under the jurisdiction of the Education Minister, while private schools are under the jurisdiction of prefectural governors. The Minister or governor is, however, entitled only (a) to approve the establishment or abolition of these schools, and (b) to order their closure in the event of violation of laws and ordinances, after consulting the private school council or private university council.

BUILDINGS, EQUIPMENT AND SUPPLIES

War-damaged school buildings had first to be rehabilitated. Even five years after the war, only 51.6 per cent of national schools, 31.6 per cent of public schools and 47.3 per cent of private schools have been rehabilitated.

Educational reform was carried out under bad conditions of war damage and post-war financial stringency. Accordingly, school construction for the new system met with extraordinary difficulties. Among other things, school buildings necessary for the three-year prolongation of compulsory education were in dire shortage, causing political issues on local and national levels. Things are gradually improving, but efforts must be made to secure 0.9 *tsubo* (2.97 square metres) per elementary school pupil and 1.2 *tsubo* (3.96 square metres) per lower secondary school pupil which are regarded as minimum standard space.

Since national universities have been established by amalgamating several educational institutions, their buildings must be reorganized. In particular, facilities of education departments (formerly normal schools) are in urgent need of improvement.

Every year Japan is visited by typhoons which cause considerable damage to school buildings. Proper measures are necessary to meet the situation.

EDUCATION AND STATUS OF TEACHERS

Together with the introduction of the new university and the enactment of the Educational Personnel Certification Law, the system of education of teachers underwent epoch-making reforms. The principle has been established that training of all teachers is conducted at the university. At least one national university within each prefecture should have a four-year faculty of education or liberal arts and education. The Education Personnel Certification Law established a new certification system. Principals and teachers of upper secondary schools and below (national, public and private) require certificates. There are first-class regular certificates, second-class regular certificates, temporary and emergency certificates.

Teachers of national schools are national public service personnel, while teachers of public schools are local public service personnel. But in view of their special functions and responsibilities, there is the Law for special regulations concerning educational public service. Teachers in private schools are under employment contract with the school juridical person. Their appointment and dismissal are left to him.

According to the above Law, selection of teachers for public upper secondary schools and below is conducted by educational superintendents. The method of competitive examination applied to public service personnel is not adopted, but superintendents must consult school principals. Appointment and promotion are conducted by the board of education on recommendation of the superintendent. Dismissal of teachers requires cause prescribed by law. They can ask for redress by subsequent enquiry.

The selection of university teachers for appointment and promotion is conducted by the immediate governing body of each university. Demotion, dismissal and disciplinary punishment against their will must be based upon investigations made by the immediate governing body of the university. As to the age limit of university professors, the governing body of each university makes provisions.

ORGANIZATION OF SCHOOL HEALTH SERVICE AND PHYSICAL EDUCATION

Consequent upon the new school system, a good deal of teaching material concerning health has been introduced into the curriculum. Many schools have set up school health committees and school health co-ordinators, while each school has a school nurse.

Boards of education, in co-operation with health centres, give advice and guidance concerning school health. The Education Ministry has a section to establish national standards and give advice.

An important role is played by the school lunch programme. Thanks to the goodwill of the Allied Powers, 7.3 million children totalling 70 per cent of all children participate in the school lunch programme.

In regard to physical education, the university section and the elementary and secondary education bureau of the Education Ministry are in charge of physical education in their respective fields. Their

functions are to make courses of study, guidebooks and handbooks, establish national standards, and give professional guidance and advice. Physical education in lower secondary schools and below is handled by the health and physical education sections or guidance sections of boards of education.

Social physical education is handled by the social education bureau of the Education Ministry and by boards of education. The two national organizations in this field are the Japan Physical Education Association and the Japan Recreation Association. A national physical education rally and a national recreation rally are held annually.

ROLE OF YOUTH GROUPS IN EDUCATION

Youth groups in Japan can be divided into those in school education and in social education. An example of the former is Junior Red Cross formed by children of elementary and secondary schools.

Local youth organizations *(seinen dan)* are formed on the basis of towns and villages, etc., and have the largest membership among youth groups in the field of social education. They are organized by youths both male and female below some 25 years of age and they aim at rendering youth services and promoting friendly relations.

Boy Scouts and Girl Scouts are organized on a national scale. They are growing in numbers, but are not yet large. There are youth groups which have religious background such as YMCA, YWCA, Young Buddhists Association and Catholic Students League. Youth clubs in rural areas have been recently formed after the pattern of 4-H Clubs in America. They have made marked progress, and they are contributing to the study of agricultural technique and improvement of living.

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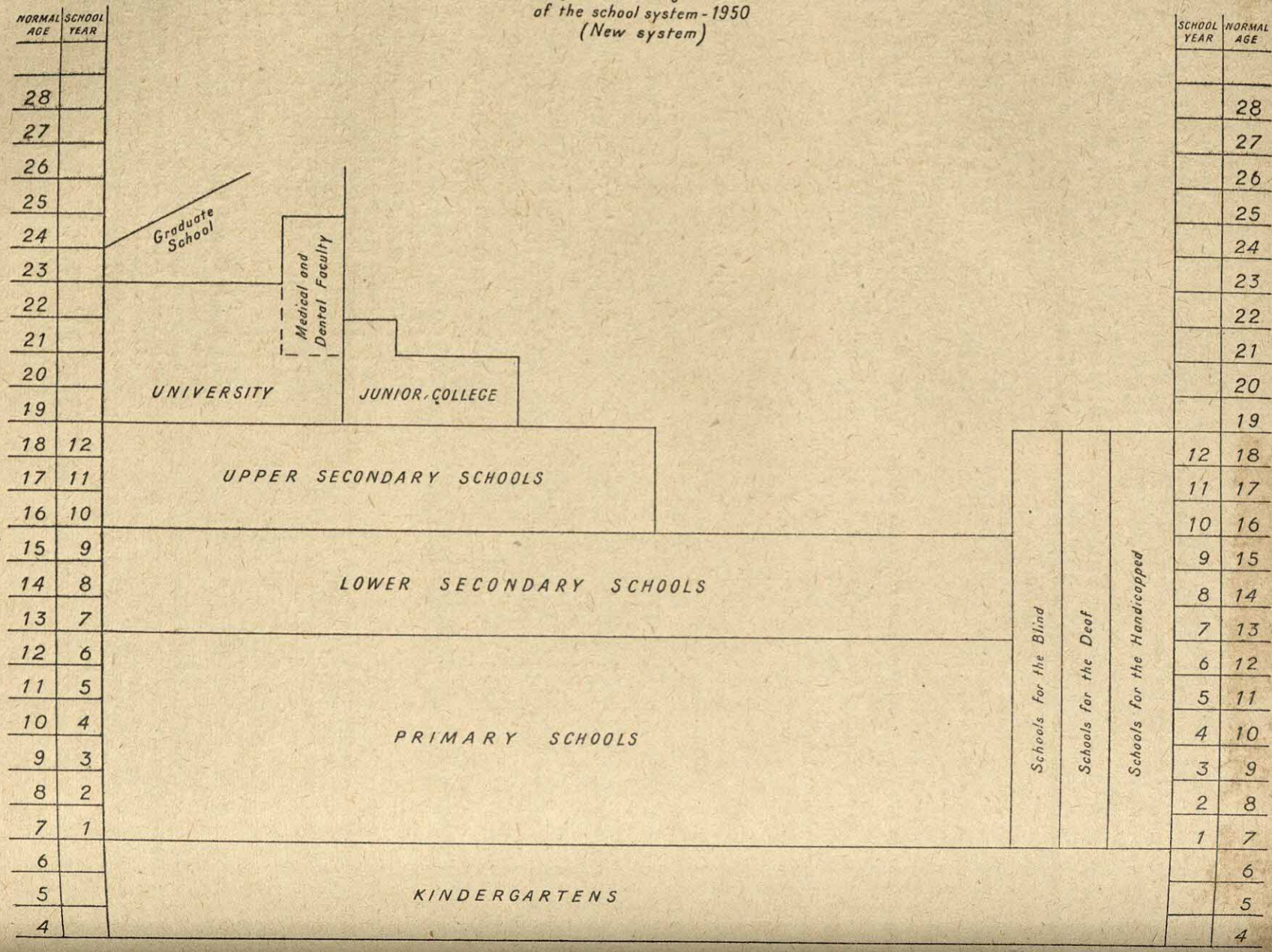
JAPAN

Diagram of the organization of the school system - 1950
(New system)



CLASSIFICATION OF SCHOOLS

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools [1] from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course [2]
PRE-SCHOOL EDUCATION				
Kindergarten	3, 4 and 5	3, 2 and 1	—	—
PRIMARY EDUCATION				
Elementary school (new system)	6	6	—	—
Primary school (old system)	6	6 and 8	—	—
SECONDARY EDUCATION				
Lower secondary school (new system)	12	3	Elementary school	—
Upper secondary school (new system)	15	3	Lower secondary school	—
Middle school (old system)	12	5	6 years primary school	—
Girls' high school (old system)	12	4 and 5	6 years primary school	—
Vocational school (old system)	12	5 and 3	6 years or 8 years primary school	—
Normal school (until 1942)	14 and 17	5 and 2	8 years primary school	—
Youth's school (old system)	12	17	8 years primary school	—
HIGHER EDUCATION				
(a) Non-degree-granting colleges:				
Junior college (new system)	18	3	Upper secondary school	—
Higher school (old system)	17	3	First 4 years secondary school	—
Preparatory course of university (old system)	17	3	First 4 years secondary school	—
College (old system)	17	3, 4 and 5	5 years secondary school	—
Higher normal school (old system)	17	4	5 years secondary school	—
Normal school (after 1943)	17	3	5 years secondary school	—
(b) Degree-granting colleges, universities and schools:				
University (new system)	18	4	Upper secondary school	—
University (old system)	20	3	Higher school and preparatory	—

[1] Only the most usual types of school are listed, for the connexion between the schools of different levels was extremely complicated under the old system.

[2] Each school gives a certificate or diploma for the successful completion of the course. The titles of degree given to the university graduates under the old system were bachelor and doctor of law, medicine, engineering, literature, science, agriculture, economics, commerce and mythology. Under the new system, there are degree of bachelor, master and doctor, whose titles are to be provided for in the near future. The normal school and higher normal school gave the certificate of primary and secondary school teacher respectively. Graduates from other schools of higher education who had met certain requirements were given the certificate of secondary or higher school teacher.

EXPLANATORY NOTES

The post-war educational system in Japan has drastically transformed itself into the so-called new system, with a certain small portion of the complicated old system being still continued in 1950 as an inevitable transitional phenomenon. Of the old system schools listed here, the primary school is no more existent; the secondary schools are practically out of existence, though legally allowed to exist until March 1951; and the schools of higher education levels are all destined to disappear by 1953.

So it is to be understood that the inclusion of the old system in this table is largely for the convenience for entering the statistical data as of 1937, given in the tables that follow.

New System. Under the new system, the 'school' is plainly defined by the School Education Law as referring to the elementary school, lower secondary school, upper secondary school, university, school for the blind, school for the deaf, school for the handicapped and kindergarten. The so-called miscellaneous schools, such as the sewing school, language school, cooking school, flower arrangement school, etc., are not included.

1. There is no normal entrance age for the kindergarten, as in the old system, and children between 3 and 5 years of age may enter it freely.
2. The elementary and lower secondary schools are under the compulsory education law and are all uniform.
3. The upper secondary school is divided into the full-time school and the part-time school. Both have three types: the general education school, the vocational school and the comprehensive school which offers both general education courses and vocational courses.

   The upper secondary school may have the graduate course (more than one year) and the special course (more than one year).
4. The junior college came into existence in April 1950.
5. The university usually has more than one faculty, but sometimes only one faculty. In our statistics, either multi-faculty university or single faculty university is counted as one school.

(Continued on page 234)

(Continuation of Explanatory Notes from page 233)

The university usually offers a four-year course, but, in the case of faculties of special subjects and the night course, it may offer more than a four-year course. The university may have the post-graduate school, for which provisions are to be made in the near future. It may have the graduate course and special course (more than one year).

Old System. The classification of the types of school under the old system is made as simple as possible, because it is almost impossible to classify all the schools effectively, even with pages of explanatory notes. Moreover, it has little importance in presenting the general picture of the educational system of today in Japan, for there is so little of it left and it will completely disappear in a few years.

1. The primary school had three types: the ordinary primary school (6-year), advanced primary school (2-year) and the combined form.
2. The middle school was exclusively for boys, while the girls' high school was for girls. The latter offered a four- or five-year course, according to the local needs.
3. The vocational school was divided into agricultural, industrial, commercial, mercantile marine, fishery, and other types of schools. The duration of school years differed: the most typical ones were five years after the ordinary primary school and three years after the advanced primary school.
4. The normal school was at the secondary level until 1942 and it was divided into the first division and the second division, the former offering a four-year course after the advanced primary school and the latter offering a two-year course after the middle or girls' high school. It was elevated to the college level in 1943 through 1948, offering a three-year course after the secondary education. In 1949 it was converted into the university of the new system.
5. The youth's school had the common course and the regular course, the former offering a two-year course after the ordinary primary school and the latter offering a five-year course to the boy graduates and a four-year course to the girl graduates from the advanced primary school as well as the common course.
6. The higher school was exclusively for boy students intending to go up to the university.
7. The preparatory course of the university was attached to the university, but it was counted as a separate school.
8. The college was generally vocational or professional.

60. Public Expenditure on Education in 1948/49
(in thousand yen)

Source of revenue	Total	Pre-school and primary education	Secondary education	Higher education	Special [1] education	Other
Public School Education	**78 307 897**	**29 809 306**	**40 682 019**	**7 385 320**	**308 041**	**123 211**
Contributions from the Central Government	24 817 372	10 099 888	8 581 461	6 005 878	45 379	84 766
Contributions from provincial Governments	25 981 041	11 099 345	13 633 041	982 435	245 293	20 926
Contributions from local authorities	24 056 404	8 376 800	15 524 712	125 318	16 908	12 667
School fees	2 394 533	101 579	2 056 769	231 016	461	4 708
Interest on endowments, gifts, etc.	1 058 547	131 694	886 036	40 673	—	144
Independent School Education	**6 917 292**	**369 582**	**3 044 194**	**2 436 652**	**12 162**	**1 054 702**
Subsidies or grants-in-aid from public funds	162 361	1 038	80 016	68 897	2 902	9 508
School fees	4 271 794	245 376	2 134 740	1 191 156	3 246	697 276
Revenue from endowments, gifts, etc.	2 483 137	123 168	829 438	1 176 599	6 014	347 918

Source. Unesco questionnaire EDUC/67.
Note. Data shown exclude indirect expenditure on administration. Official exchange rate in April 1949: 3.599 yen=U.S.$1.00.

[1] Schools for the blind, deaf, etc.

61. Summary of School Statistics
Number of institutions, teachers and students in 1937 and 1950

Type of education and kind of school	Institutions		Teachers [1]				Students enrolled			
			1937		1950		1937		1950	
	1937	1950	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Kindergartens, public	601	874	2 047	2 047	3 932	3 215	71 445	34 878	110 496	54 711
Kindergartens, private	1 399	1 226	4 184	4 184	5 504	4 550	90 582	44 654	114 095	56 764
Primary										
Elementary, public	20 832	20 988	267 762	87 293	306 035	149 343	11 764 424	5 670 024	11 165 729	5 510 331
Elementary, private	97	93	923	300	1 135	636	28 314	13 949	25 065	13 743
Secondary										
Secondary, public [2]	2 210	—	35 918	...	—	—	941 524	383 877	—	—
Secondary, private [2]	695	—	11 103	2 248	—	—	347 373	184 593	—	—
Lower secondary, public	—	11 596	—	—	176 590	40 290	—	—	5 063 297	2 457 789
Lower secondary, private	—	767	—	—	15 907	5 397	—	—	269 218	170 029
Upper secondary, public [3]	—	2 023	—	—	80 375	13 164	—	—	[3] 1 633 609	[3] 581 651
Upper secondary, private [3]	—	880	—	—	20 720	5 850	—	—	[3] 299 908	[3] 150 845
Teacher training										
Normal schools [4]	154	120	2 402	249	3 789	393	32 669	10 915	11 894	3 543
Higher normal	4	7	344	31	501	67	2 692	887	2 576	657
Higher										
Junior colleges	—	149	—	—	3 784	788	—	—	15 098	5 878
Higher schools	32	2	1 438	2	17	—	17 017	—	72	1
Preparatory courses of universities	30	31	1 205	1	483	14	20 482	—	3 059	290
Technical schools	179	324	8 467	712	11 051	1 035	99 701	17 739	62 558	11 478
Universities (old system)	45	80	5 130	1	10 367	193	52 496	220	85 027	1 402
Universities (new system)	—	201	—	—	16 715	864	—	—	224 873	17 324
Special										
For the blind	78	72	677	125	1 268	384	5 160	1 586	5 155	1 843
For deaf and dumb	62	76	709	256	1 835	881	5 870	2 624	11 600	5 323
For handicapped children	—	3	—	—	15	6	—	—	...	...

Source. Unesco questionnaire EDUC/67.
Note. Data for 1950 are as at 30 April of that year. Owing to a complete revision of the educational law in 1946, data for different types of schools are not comparable as between 1937 and 1950, since most of the 'old system' schools have been replaced in 1950 by schools of the 'new system' on a different basis.

[1] Including part-time teachers who, in 1950, numbered: primary and secondary, 30,202 (7,042 female); higher, 5,393 (203 female). Further, it is estimated that double-counting accounts for approximately 20 per cent of the total number of teachers shown above.

[2] Comprising middle schools, girls' high schools and vocational schools; in addition, there were 17,337 part-time youth schools, with a total enrolment of 2,041,321 (678,663 female) students.

[3] Including part-time schools, with a total enrolment of 412,348 (97,002 female) students.

[4] At secondary level in 1937, whereas in 1950 they are on the higher (non-degree-granting) level and include other teacher-training institutions.

KUWAIT PRINCIPALITY

Total population
(estimated: mid-year 1949)
170 000

From the Arabic text provided by the Kuwait Government Education Department

The prevailing system of teaching in Kuwait before her recent development, 14 years ago, was affected by the local situation and traditions which were strict and narrow. The Government had no official modern schools as we have at present; and the system of teaching was embodied in the local boys' schools, which had no curriculum except preliminary teaching of reading, writing and some arithmetic and religious instruction.

A modern system of education was introduced in Kuwait during the reign of the late His Highness Shaikh Ahmad al Jabir as Subah in 1936. The teaching was started on a small scale. The Education Department depended in the beginning on some of the Palestinian educated young men and when the work increased the Department turned towards Egypt, asking for assistance by the deputation of official educational missions to Kuwait. The Egyptian Ministry of Education responded and Kuwait educational contact with Egypt began in 1942. It is still carried on. It is worth mentioning that the teaching has made a remarkable progress during this time and one of the main factors which helped this progress was the true desire of Kuwaitis to educate their children by the use of modern educational techniques.

EDUCATIONAL COUNCIL

The Kuwait Education Department has a high executive council, formed of 10 Kuwaiti notables under the chairmanship of His Excellency Shaikh Abdulla Jabir as Subah. This council studies in a general way the budgets which are required for schemes and plans, and also examines educational plans in the light of the expansion of education in the principality. The Council meets on Tuesday of every week at the meeting hall of the Education Department building.

TECHNICAL AND FINANCIAL MANAGEMENT

The Education Department, entrusted with the technical supervision and management of educational affairs, is divided into two sections. An Egyptian teacher deputed by the Egyptian Ministry of Education is in charge of the technical section. This includes the technical secretariat, the control of recreational activities, the supervision of physical training and the technical supervision of girls' schools. The financial section is entrusted to a distinguished Kuwaiti. This section includes the accounts and stores and it is responsible for the execution of building schemes and the supply of materials required by all the schools.

SCHOOLS AND NUMBER OF STUDENTS

Boys. There are at present 10 schools for boys, with a total enrolment of 3,723. While the majority of the schools comprise primary and kindergarten sections only, one (Al Mubarakiya) has secondary and technical sections as well, with an enrolment of 58 and 60 respectively.

Girls. The five schools for girls have a total enrolment of 1,325.

PLANS AND CURRICULUM

The curriculum here follows the official Egyptian curriculum with a slight alteration at the primary school level to meet local conditions. In the secondary school the curriculum is identical with that of the Egyptian Ministry of Education. This is due to educational connexions binding Kuwait and Egypt. The Educational Council may then decide to send

any student who finishes his secondary school, i.e., after receiving his Kuwait certificate (which is accepted in Egypt), to complete his higher education in Egyptian universities. According to the present system, the Education Department pays all the expenses of poor students, but advises the rich ones to complete their studies at their own expense. Students sent and paid for by the Department are expected to serve the Government here for a period equivalent to the period of years they spent in studying. It is worth mentioning that teaching in Kuwait is free in all stages. Moreover, the Department provides all books and other requisite materials to every student during his period of study. The reason for this is to give a chance for people of all classes to be educated.

TEACHERS

Three classes of teachers are engaged in teaching in Kuwait and are as follows:

Fifty-five teachers (male and female)—Egyptians—most of them are deputed officially by the Egyptian Ministry of Education to serve under the Education Department.

Twenty-two teachers (male and female)—Palestinians. These teachers have signed contracts with the Kuwait Education Department through personal arrangement.

One hundred and fifteen teachers (male and female)—Kuwaitis. These teachers receive no allowances: they carry out their duties most efficiently.

The Education Department provides every foreign teacher with a furnished house, as well as travelling expenses to and from Kuwait. The period of contract with foreign teachers is one year and can be renewed.

KUWAIT HOSTEL AND MISSIONS IN EGYPT

With the expansion of teaching in Kuwait and a growing need of capable young men, the Department of Education persevered in sending educational missions of students to specialize in the Egyptian universities. To bring the students together and give them facilities during their study, this Department opened a hostel in 1945 at As Zamalek, Cairo. It houses some 53 students, and another 20 are placed in Egyptian institutions. A young Kuwaiti, holder of a diploma from the Higher Institute of Training in Cairo, is in charge of the hostel. This hostel has served Kuwait greatly, by spreading good propaganda for Kuwait abroad through the monthly magazine, issued by the hostel under the title of *Al Batha*, giving news of the progress of the standard of living in Kuwait.

THE BUDGET OF EDUCATION DEPARTMENT AND BUILDING PLANS

The budget of this Department has increased year after year until it reaches Rs.6,090,396 this year. If we were to compare the present budget with that of five years ago, we would see that the figures have tripled. This is evidence proving the progress made in the educational field in Kuwait during the recent years. We should not forget that the Educational Council continue their work of executing various building plans. The Council decided in their meeting held on 13 December 1949 to carry out the following building programme for the school year 1950: two more primary schools for boys and two for girls; a new primary commercial school and a primary training school; a modern library with hall and stage; a sports club for use by pupils.

LEBANON

Total population
(estimate: mid-year 1949)
1 238 000

62. Summary of School Statistics
Number of institutions, teachers and students in 1946/47

Type of education	Institutions	Teachers		Students	
		Total	Female	Total	Female
Primary					
Public	623	1 322	304	52 422	12 569
Private	815	2 314	...	64 796	...
Foreign	...	...	...	...	...
Secondary					
Private	56	...	...	12 288	...
Foreign	...	...	...	...	...
Vocational and Technical					
Public	8	110	—	768	130
Higher					
Foreign	4	...	...	2 542	413
Foreign, all levels	(306)	(2 498)	...	(50 111)	(26 619)

Source. Republic Libanaise, Ministère de l'Économie Nationale, Service de Statistiques Générales. *Recueil des Statistiques Générales, 1947/48*, Beirut, 1949.

LUXEMBOURG

Total population
(estimate: mid-year 1949)
295 000

Prepared by the Luxembourg
National Commission for Unesco

Education is administered by the Ministry of National Education, with a budget voted annually by the Chamber of Deputies.

The State and the municipality take charge of the inspection and control of primary and intermediate education; secondary education is controlled by a commission of curators *(commission des curateurs)* of five members, nominated by Grand-Ducal decree for a period of five years. The Government has set up supervisory bodies also for technical and special education. Inspection of religious education is exercised by the heads of the Churches concerned.

ORGANIZATION AND ADMINISTRATION

PRE-SCHOOL EDUCATION

Children between the ages of 4 and 6 years are taught in nursery schools. Attendance is not compulsory.

PRIMARY EDUCATION

The law in force dates from 10 August 1912, supplemented by the decree-law of 25 September 1946. These fix the period of compulsory schooling (primary schools and continuation classes); define the duties of local bodies in setting up and financing schools; regulate school organization and curricula; settle the status of teachers, their rights and duties, as well as the composition and functions of supervisory bodies; regulate teacher training in normal schools; and, in added clauses, lay down general rules for nursery education and out-of-school services.

The primary school curriculum now in force (dating from 1947) is based on the methods of the 'activity school'.

All children from 6 to 14 years of age have to attend a primary school. In larger municipalities compulsory schooling may even be prolonged by a semester or a year. Pupils who do not attend the classes of the ninth year are obliged to spend two consecutive years in continuation classes after completing their eighth year of schooling.

The higher primary schools (law of 23 April 1878) set up by some municipalities comprise a three-year course corresponding to the seventh, eighth and ninth years of the primary school.

SECONDARY EDUCATION

The basic law on higher and middle education was passed on 23 July 1848; the most important modifications are the laws of 6 June 1849, 21 August 1869, 27 June 1891, 28 March 1892, 17 April 1900, 8 June 1901, 19 June 1901, 17 June 1911 (secondary education for girls), 21 April 1908, and the decrees of 28 April and 30 June 1945.

The last two decrees changed the old term 'middle education' to 'secondary education' and changed the name *gymnase* to *lycée*.

Secondary education for boys falls into two types—classical and modern. That for girls is treated separately.

Classical. The course lasts seven years, divided into two stages of two and five years respectively. After the first two years pupils can choose between the Greek-Latin and the Latin sections for the remaining five years. The former is a preparation for theological, philological and legal studies. In the Latin section further sub-division into three groups occurs after the fourth year: group A leads to the study of law and of modern languages and is thus parallel to the Greek-Latin section; group B leads to the study of physical sciences, mathematics and technical sciences; group C is aimed at the study of natural sciences, medicine and pharmacy.

The classical course ends with a secondary school-

leaving examination which gives access to university studies and the careers mentioned above.

Modern. The course lasts six years, divided into two stages of three years each. The higher stage contains two sections: industrial or scientific and commercial. The final examination qualifies for the technical faculties of universities and the higher commercial colleges. It is also a school-leaving certificate which qualifies the holders for posts in the country's civil service.

Girls. The course, given in *lycées*, lasts for seven years, with stages of three and four years respectively. The higher stage comprises a Latin section and a modern languages section; the latter in turn has a stream for commercial studies (economic science and commercial subjects) and another for home economics training (domestic, social and artistic subjects).

The final examination in the Latin section qualifies for all university entrance examinations except those where Greek is compulsory. The final examinations in the modern languages section open the way to a wide range of careers.

TECHNICAL EDUCATION

The laws of 23 February 1883 and 11 May 1892 deal with the agricultural school of Ettelbruck; that of 14 March 1896 with the trade school (Luxembourg); that of 18 July 1924 with the State vocational school at Esch-sur-Alzette; and that of 8 October 1945 deals with apprenticeship.

Technical education is provided by different schools set up to serve various local and national needs. The entrance examination for the schools listed below is generally taken at the age of 14, except for the higher technical courses provided by the State trade school, which recruits students at the age of 16-17 years.

The State trade school, founded in 1896, gives a three-year course. Since 1916-17 a series of higher technical courses have been added; the first year is common for all students, the remaining two years allow for specialization in mechanical, electrical or civil engineering.

Vocational courses, set up in different towns by the Apprenticeship Law of 8 October 1945, are attached to the State trade school.

The vocational school at Esch-sur-Alzette comprises nine sections. The State, the municipality and the industrial concerns of Esch bear equal parts of the cost. Attached to the school there are also a pre-apprenticeship class, optional evening and Sunday courses and other technical courses.

The vocational school at Differdange contains three sections and provides a three-year course. The costs are borne by the State, the municipality and the Hadir factory.

The Emile Metz Institute at Dommeldange contains sections for mechanics, moulders and electricians, with a three-year course for the first two and four years for the last.

The State agricultural school at Ettelbruck gives a two-year course; attached to it are the rural home-craft school at Mersch and a number of special courses.

Finally, mention should be made of the school of mines, the professional school of Arbed-Dudelange, the Luxembourg conservatory of music and the Esch-sur-Alzette school of music.

TEACHER TRAINING

The law dates from 10 August 1912. Two normal schools exist, one for boys and one for girls. The Government annually fixes the number of vacancies. Candidates must be at least 15 years of age, have completed three years of secondary study, and must pass the entrance examination. The course lasts four years, at the end of which an examination leads to a teaching certificate *(brevet provisoire)*.

SPECIAL EDUCATION

This comprises the institute for the deaf and dumb (with a section for speech defects) and the institute for the blind. Compulsory schooling lasts from 6 to 14 years of age, and may be prolonged for two further years at most.

Education of the deaf and dumb was dealt with by the laws of 28 January 1880 and 7 August 1923; that of the blind, by the laws of 14 February 1900 and 7 August 1923. The latter law covered compulsory schooling and was linked to the setting up of special schools.

There are also an institute for backward children and two homes for the training and apprenticeship of young delinquents (boys and girls).

HIGHER EDUCATION

In view of its limited size, Luxembourg has no university, but higher courses of one year are organized as pre-professional training in various fields. These courses are equivalent to the first year of a university course, and cover these sections: arts, natural sciences, physical sciences and mathematics.

Attendance at the higher courses is optional. On completing the courses, Luxembourg students enrol

in foreign universities. However, degrees obtained abroad for practising as high school teachers, lawyers, doctors, veterinarians, dentists and pharmacists have to be approved within the Grand Duchy by a jury appointed by the Government.

ADULT EDUCATION

Among official bodies mention should be made of the service for artistic education, attached to the State museums, and a higher workers' school which gives courses in industrial law, social law and economics.

Many private cultural bodies and religious organizations arrange lectures and functions of a cultural or artistic nature. The teachers within the school system themselves take an active part in adult education work.

PRIVATE OR INDEPENDENT SCHOOLS

Private primary schools are subject to State inspection, and can be set up only with the approval of the Government. Teachers in these schools have to possess the same qualifications as those expected in public schools.

Secondary or higher institutions may be set up privately, under the supervision of the municipal and higher authorities. but do not receive State support. No such schools for boys exist. Those for girls have to follow the curricula laid down for State *lycées*, and the teachers have to possess the degrees and certificates provided for by law.

SCHOOL BUILDINGS AND EQUIPMENT

PRIMARY SCHOOLS

Municipalities are responsible for the construction and upkeep of buildings, just as they bear the cost of primary and continuation schooling. The contribution of the State to these expenses is voted annually with the budget.

Municipalities provide free books and supplies to needy pupils.

SECONDARY AND TECHNICAL SCHOOLS

In theory, the local authorities within whose bounds the school stands are responsible for providing the building. furniture and equipment, and the State takes charge of upkeep. In practice each institution is treated as a case on its own, and the respective contributions of the local body and the State are fixed accordingly.

TRAINING AND STATUS OF TEACHERS

Women primary teachers are paid slightly less—about 10 per cent—than their male colleagues, but they are entitled to retire on pension 10 years earlier than the men. Male secondary teachers *(docteurs)* have a salary scale comparable with that of magistrates, and by the end of their careers are paid slightly more than a councillor at the Higher Court of Justice. At this level also women have a lower salary scale than men.

PRIMARY EDUCATION

Teachers are recruited from the graduates of the two normal schools.

The classification of teachers is as follows:

1. Those with a provisional certificate *(brevet provisoire)* acquired at the end of the normal school course are allowed to teach for five years.
2. Those with a certificate of aptitude *(brevet d'aptitude pédagogique)* may teach permanently.
3. Those with a certificate for teaching continuation classes.
4. Those with a certificate for higher primary teaching.

These certificates are obtained by special examination, and it is obligatory for a teacher to hold the first two.

Inspectors are appointed by the municipal councils on the recommendation of the area inspector and subject to Government approval.

Municipal councils have the power to discharge teachers. The normal age of retirement is 65 years.

SECONDARY AND HIGHER EDUCATION

Teachers are required to hold the degree of *docteur en philosophie et lettres* or its equivalent in the natural or physical sciences, which requires a university course of four years. The first year course may be taken in Luxembourg, and for the terminal examination at the end of each succeeding year a Luxembourg jury holds special examinations. On completing the degree students have a course in education *(stage pédagogique)* of two years, with a final practical test. Teachers are appointed by Grand-Ducal decree. The retirement age is 65 years.

SCHOOL HEALTH SERVICES AND PHYSICAL EDUCATION

The State bacteriological laboratory gives expert advice to local bodies on the hygienic conditions of premises or public works which are proposed for school use.

The number of school doctors rises each year. Municipalities may, with Government approval, appoint one or more doctors, and some of them have begun a school dental service.

Physical education is compulsory in all primary, secondary and technical schools. In primary schools teachers follow an official guide based on the Joinville method; in the other levels of the system specialized teachers are in charge of physical education classes.

YOUTH MOVEMENTS

These have a growing influence, especially in the towns. The Scout movement, student unions, sporting and political clubs are the main forms found.

RECENT TRENDS

At present education in Luxembourg is evolving gradually but with clearly marked tendencies in the direction of:

1. Co-ordination of the various types of school so as to facilitate the movement of pupils from one to another.
2. Creation of new forms of school, especially in the technical field.
3. Strengthening the 'modern studies' in secondary schools—the aim is to add a seventh year to the course.
4. Use of new and more elastic methods—for example by lightening the work-load, encouraging individual work, pupil self-government, applied science and direct method in the classroom.
5. Raising the school-leaving age.
6. Increasing the place given to physical, moral and aesthetic training (school art, exhibitions, films, youth music clubs).
7. International education (travel, exchanges, teaching about foreign countries, the United Nations, Unesco).
8. Vocational and school guidance.
9. Creation of stronger ties between the school and daily life (in teaching, in contact with parents).
10. Study of the problem of handicapped children, and the setting up of special schools for the retarded.

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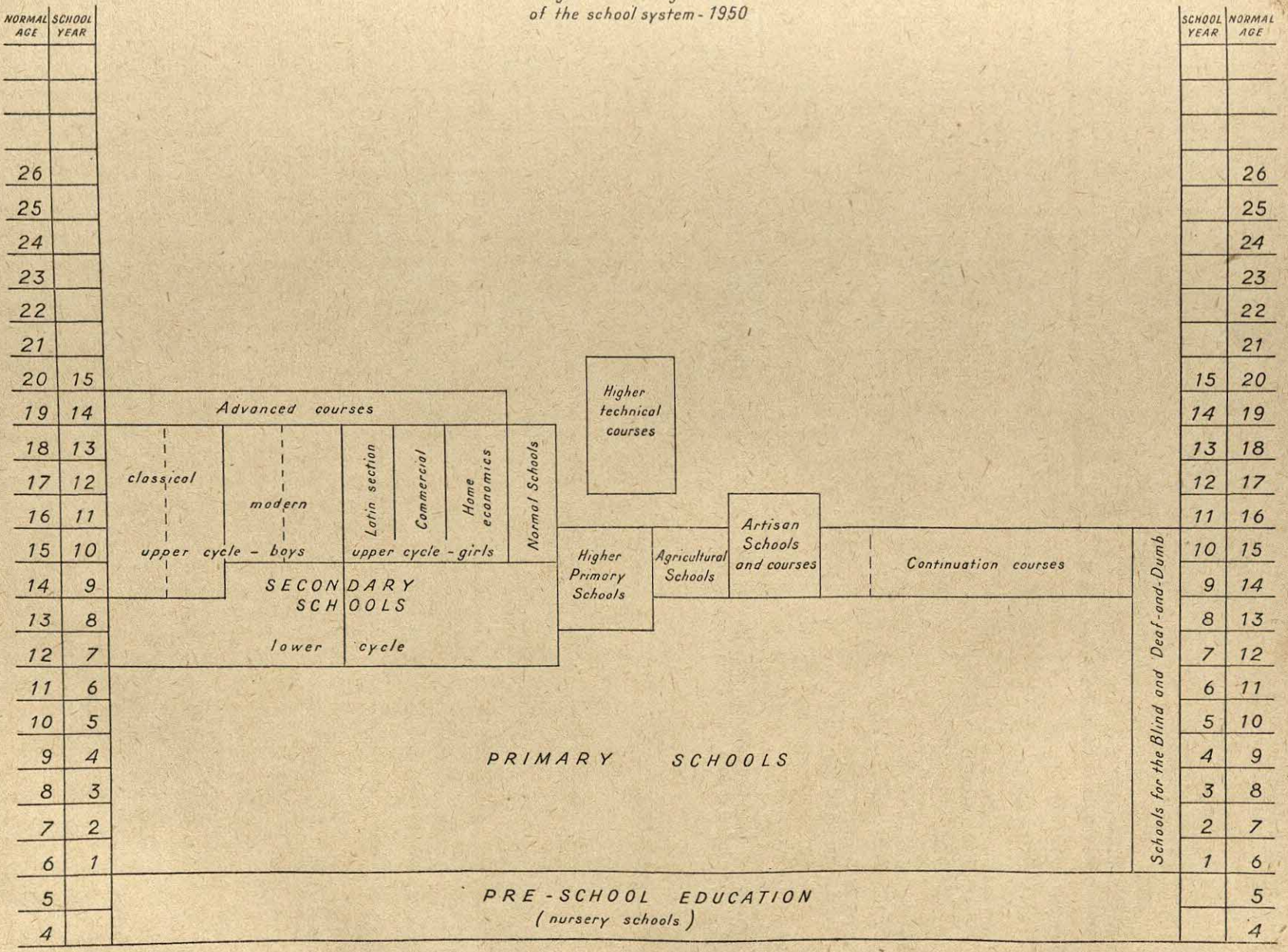
LUXEMBOURG

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Nursery schools	4	2	Home	—
Primary Education				
Primary schools	6	8—9	Home, nursery school	Primary school certificate
Complementary classes	14	2	Primary school	Diploma
Secondary Education				
Higher primary schools	13	3	Primary school	—
Lycées for boys	12	6—7	Primary school	Secondary school certificate
Lycées for girls	12	7	Primary school	Secondary school certificate
Higher Education				
Higher course	19	1	Secondary school	—
Teacher Training				
Primary normal schools	15	4	First cycle of secondary school	Teaching certificate *(brevet provisoire)*
Technical Education				
Agricultural school	14	2	Primary school	Diploma
Trade, vocational and housecraft school	14—15	4 and 3	Primary school	School-leaving certificate
Higher technical courses	17	3	Various	Diploma
School of mines	—	—	—	Diploma

63. Summary of School Statistics
Number of institutions, teachers and students in 1938/39 and 1948/49

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1938/39		1948/49		1938/39		1948/49	
	1938/39	1948/49	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Nursery schools, public	84	81	84	84	81	81	3 300	...	3 186	...
Nursery schools, private	...	10	...	...	10	10	...	...	325	...
Primary										
Primary, public	1 083	978	1 095	547	997	503	35 650	17 230	28 787	13 935
Primary, private	...	27	...	...	27	...	...	...	773	...
Higher primary, public	22	18	26	8	24	7	[1] 5 827	[1] 3 067	[1] 2 849	[1] 1 545
Secondary										
Lycées, public	7	7	192	24	203	34	3 222	729	2 919	610
Pensionnats, private	...	5	...	...	44	...	...	...	587	587
University preparatory courses [2]	...	...	...	...	...	...	62	...	109	...
Teacher training										
Normal	2	2	[3] 10	...	[3] 12	...	181	81	144	67
Technical										
Vocational schools [4]	4	4	[5] 37	...	[5] 53	...	1 140	—	1 758	209
State agricultural school	1	1	[6] 14	...	[6] 10	...	105	—	207	—
Special										
For deaf-mutes	[7] 1	1	[7] 2	—	2	—	[7] 18	...	23	...
For the blind	[7] 1	1	...	...	...	...	[7] 30		8	...
For retarded children	...	1	...	...	...	...	[7] 84	...	115	...

Source. Unesco questionnaire EDUC/67.

[1] Including pupils in complementary courses: (1938/39) total 5,107, female, 2,878, (1948/49) total 2,210, female 1,369.
[2] Courses in arts and law, natural sciences, physical sciences and mathematics, preparing students for study in foreign universities.
[3] In addition, there were 24 (in 1938/39) and 26 (in 1948/49) *chargés de cours*.
[4] In 1948/49 there were, in addition, vocational courses attached to two of these schools, enrolling 3,007 students.
[5] In addition, there were 31 (in 1938/39) and 30 (in 1948/49) *chargés de cours*.
[6] In addition, there were 3 *chargés de cours* in both years.
[7] School year 1932/33.

MEXICO

Total population
(estimate: mid-year 1949)
24 448 000

Based on materials provided by the Secretariat of Public Education

LEGAL BASIS

The Mexican Constitution provides the main legal framework for Federal, state, and municipal education. Article 3 defines the aims of education as follows: the harmonious development of the child's personality, the instilling of love for the mother country, and of international understanding, the fight against ignorance, prejudice and fanaticism, the encouragement of scientific methods and outlook.

These aims are further explained. Education shall be democratic, not only in structure but in spirit. Democracy is more than a political hierarchy, it is a social creed which should be felt throughout the life of the community in its pre-occupation to better the social, economic and cultural level of the people.

Education shall be national. It shall facilitate the full understanding of national problems such as the use of the country's economic resources, the necessity for political independence, for economic improvement, for cultural progress. Education shall endeavour to foster human understanding by instilling in the child respect for the individual and the family, as well as the importance of the common good. It shall stress the importance of human rights and universal fraternity, without privileges based on race, creed, sex or sect. Private schools will be allowed at all levels. However, in order to start a primary, secondary, or normal school, or any educational establishment for workers and peasants, any private body or person shall ask permission from the State. This permission may be refused or revoked. In all cases, the decision by the State shall be final, with no possibility of appeal. Private schools shall conform to the principles of education as set out in the Constitution and will study the programmes followed by State schools.

Religious bodies, ministers or any society closely connected with the propagation of a particular faith shall not be allowed to engage upon activities connected with primary, secondary or normal education, or education for workers and peasants.

The State shall recognize studies carried out in private establishments at its own discretion.

All primary education is compulsory.

All State education shall be free.

In order to unify education throughout the Republic, Congress is responsible for establishing the laws, dividing responsibilities between the Federal Government, the states and municipalities. The expense will be divided equally between these bodies.

In Article 18 of the Education Law of 31 December 1941, reference is made to the necessity for careful grading of educational standards in all types of schools, and for different types of curricula according to the educational institutions.

Article 20 of the same law stresses the pedagogical value of productive and socially useful labour effected by the pupils while at school, the importance of adapting teaching to the physical, economic and social background of the pupils. It favours team work as opposed to individual achievements. It recommends that in all circumstances the personality of the pupil be respected, while allowing constructive criticism.

In order to combat illiteracy, President Avila Camacho issued a decree on 21 August 1944, which compelled all literate and fit persons between the ages of 16 and 60 to teach reading and writing to an illiterate between 6 and 40 years of age. This decree, called the Emergency Law for the National Campaign against Illiteracy, equally obliged illiterates between 6 and 40 who were not already enrolled in school, to accept instruction in reading and writing.

ADMINISTRATION OF EDUCATION

The Federal Government is responsible to a great extent for educational matters in the country, especially in the federal district and the federal territories.

The 28 states and municipalities have specific responsibilities for the development of education in their own areas. There are three different types of public schools in Mexico: the schools controlled by the states, those controlled by the Federal Government, including those in the territories, and finally those which are under joint supervision by the Federal Government and the states. The Federal Government office dealing with education is the Secretariat for Public Education *(Secretaría de Educación Pública)*. It is headed by the Secretary for Public Education, who has cabinet status, and is appointed by the President of the Republic. The states have their own Education Departments.

The responsibilities of the Secretariat include mainly the financing of administration for all educational public buildings and institutions in the country, the organization of campaigns (literacy, school savings, co-operatives, etc.), the appointment of federal teachers, the publication of text-books, the development of artistic activities and scientific research. However, in many cases, the educational authorities in the states take full responsibility for a number of these tasks.

Together with the State schools, mention should be made of the great number of private schools in Mexico, schools belonging to private organizations, and even foreign schools. These schools are often of valuable help to the Government. In some cases subsidies and scholarships are granted to them by public authorities.

ORGANIZATION OF THE SCHOOL SYSTEM

The school system in Mexico includes kindergartens, primary and secondary schools, higher education institutions.

PRE-SCHOOL EDUCATION

There are both public and private kindergartens in Mexico. Some of these are particularly modern and well-equipped. The methods used are based mainly on Froebel and Montessori principles.

PRIMARY SCHOOLS

A distinction should be made between primary schools in the federal district and those in the states and territories.

The federal district is divided in 59 zones for administrative purposes, each of which is under the supervision of one inspector. Each zone is divided in its turn in eight sectors. Again, each sector is supervised by one inspector.

Classes are held in the morning *(matutinas)* and in the afternoon *(vespertinas)*; these are attended by children. In the evening, classes are held for adults *(nocturnas)*. There are different teachers for day and evening classes and the latter are separately administered. However, all classes are held in the same building. This explains partly the constant need for repairing school buildings.

In some cases, meals are provided for schoolchildren, free of charge. Some of the schools are co-educational.

After six years of primary school training, the pupil is given a certificate of completion. He can then continue his education in a secondary school or stay in the primary school until he is 15.

In some of the states the primary school administration has been improved since June 1949 by tightening the links between local governments and the Secretariat. In 1949, there were 449 inspectors *(inspectores federales)*. Some schools in the states are financed by local governments, but a certain technical control is exerted by the Secretariat.

Among the primary schools there are 18 resident schools *(internados)* for Indian children (approximately 8,000 according to a 1949 estimate). Great stress is laid on training for trades (carpentry, mechanics, hairdressing, etc.).

SECONDARY SCHOOLS[1]

Secondary education is of four years duration in schools giving academic training, of four years in normal and vocational schools. It is available to all children having completed a six-year course in a primary school. In some cases, a selection board advises the pupils on the type of school in which to pursue their education or special vocational tests of the pupils' abilities are carried out in the normal schools. The academic training leads to the matriculation *(Bachillerato)*. There are some private secondary schools, which are however controlled by the Secretariat.

A four-year course in a normal school trains the pupil for elementary teaching. He is then a qualified *normalista*. Very few special training schools for kindergarten teachers are in existence as yet. This training can be got at the normal school itself. A student anxious to train as a teacher on a higher level must first complete the four-year course at the normal

[1] The term 'secondary schools' is applied to schools of *all* types dealing with post-elementary education.

school or the *Bachillerato* course, and then go to a teachers' training college *(Escuela Normal Superior)*. There are also rural normal schools for the training of rural teachers.

The vocational school trains the pupil for technical studies. After three years of study, a certificate is conferred. At the end of six years, the student may obtain a trade diploma. Vocational schools of a technical character are in constant development owing to the need for technicians in Mexico. A student desirous of pursuing his studies on completion of the vocational training may enter the National Polytechnical Institute at Mexico City, which confers diplomas comparable to degrees, or a local technical institute. Women may attend polytechnical schools. Great encouragement is given to industrial and agricultural training. Many scholarships are granted to facilitate the study of technical subjects. Poor students may be exempt from fees, and others may be partially helped by grants.

Most pupils in primary and secondary school, especially in rural areas, receive elementary training in agriculture by working school plots of land. These are called *parcelas escolares*. They are Government property. The agricultural work of the schools is supervised by federal inspectors. For more advanced agricultural training the pupils may attend the agricultural schools and these may prepare them for the advanced course given at the National College of Agriculture and Institute of Higher Agricultural Education. By this early apprenticeship in agricultural training good attendance is ensured at agricultural schools.

Generally speaking, throughout the Mexican school system, whether primary or secondary, there is a general readiness to adopt new methods as was shown by the creation of a department in the Secretariat to deal with audio-visual means in education. Although the system is essentially national and steeped in popular culture (much importance is attached to Mexican folklore), an attempt is made to promote the aims and ideals of the UN by the celebration of UN weeks, and of the anniversary of the Declaration of Human Rights.

HIGHER EDUCATION

The universities enjoy great autonomy. There are 12 public universities in Mexico. The state governments and the Federal Government jointly finance six of these, one is entirely dependent on state government funds, and four receive grants from the Federal Government alone.

In order to enter a university, a student must hold the *Bachillerato*. Students who have not matriculated may attend but are not allowed to take examinations *(oyentes)*. The National University at Mexico City gives courses in philosophy and letters, science, social sciences, economy, plastic arts, music, etc. Other faculties are those of pharmacy, law, engineering (5 years) and medicine (6 years). The small local universities generally have courses in law, engineering, pharmacy and medicine.

Other institutions of higher education include teacher-training colleges, the most important of which is the National Teachers' College in Mexico City. The National University maintains various scientific institutes such as the Institute of Geology, the Institute of Biology, the Observatory of Tacubaya, etc., as well as several important libraries. Some institutions are private: The Women's University, the Workers' University, Mexico City College, Colegio de Mexico, several schools of banking and commerce, etc.

ADULT EDUCATION

The main problem in adult education is to eliminate illiteracy; 48 per cent of the population are illiterate. On 11 February 1946, when President Avila Camacho's decree came into force, the campaign against illiteracy was started with great energy. A new department was created at the Secretariat in December 1947 *(Dirección General de Alfabetización y Educación Extraescolar)*. It organizes literacy centres *(centros de alfabetización)* throughout the Republic, according to the needs of the different regions. Several millions of primers and readers have been published and distributed through these centres. By the end of 1950 some two million people had been taught to read and write.

The *Dirección General de Alfabetización y Educación Extraescolar* is also responsible for the cultural missions *(misiones culturales)*. These in particular are teams of educators who are sent throughout the country, to cities and rural communities where the standard of living is low. The *misioneros* (members of cultural missions) combine the teaching of reading with social and cultural work. They aim in general at improving the living standards.

The cultural missions can be divided into four types: rural missions, urban special missions, motorized and cinematographic missions. The rural missions number 48 and they are perhaps the most important group. The special urban missions work mainly in urban areas and in factory centres. Both rural and special missions include a leader, a social worker, a nurse and midwife, an agricultural expert, a technician, a music teacher, a construction teacher, a teacher of trades and industries, a teacher of mechanics, and

a leader of recreational activities. In some specific campaigns (e.g., against foot-and-mouth disease, or the Mediterranean fruit fly), the missions used are the motorized units. There are 17 of these, and each has a staff of three people, a chief, a sound operator and an assistant. Each unit is provided with a truck equipped with a library, a record player, a motion picture projector and educational films. Among the motorized missions there are two fluvial missions, one of which was put into service in May 1949, the Papaloapan unit. Instead of a truck, this mission has a motor launch and visits isolated river towns to bring them cultural services. The cinematographic missions number eight and they are used in Indian regions. These missions also have a staff of three: a chief, an engineer and a muleteer. The equipment is transported on mules, since the missions have to reach inaccessible villages in mountain regions.

There are 494 people working in field positions throughout the country. Their monthly salaries amount to $173,720 (1949 estimate). The recruiting of the *misioneros* is not very easy for the work is exacting and not particularly well remunerated. Human qualities together with a special skill are necessary to become a good fundamental educator. However the positive results achieved by the cultural missions are encouraging.

Fundamental education in Indian areas, where no Spanish is spoken, necessitates expert teaching in the local language or dialect. Textbooks in Indian languages have been issued to special bilingual teachers. Approximately 50 per cent of the Indians in Mexico are monolingual. It is intended to teach them Spanish once literacy is achieved in their own language. This is no small matter, as there are more than 50 different Indian languages and dialects. The work is technically organized by a special department of the Secretariat, the *Instituto de Alfabetización para Indios monolingües*, now administered by the *Dirección General de Alfabetización y Educación Extraescolar*.

Other institutions for adult education in Mexico include secondary night schools which give instruction to pupils over 14 years of age, trades centres *(Centros de Capacitación obrera)*, which train workers in skilled trades, trades centres for Indians *(Centros de Capacitación Económica para Indígenas)*.

HEALTH AND PHYSICAL EDUCATION

The Health Department in the Secretariat deals with schoolchildren's health, and sanitary conditions in schools. These two tasks are carried through by instituting regular prophylactic examinations, excluding from class potential carriers of contagious diseases, compelling pupils to be inoculated against diphtheria, smallpox, and whooping cough. Campaigns against rats and parasites are also carried out in all educational establishments in infested zones. Medical examinations of all candidates for admission to boarding schools, polytechnical schools, normal, primary and secondary schools are compulsory.

Private schools are submitted to sanitary inspections carried out by State inspectors. There are clinics for schoolchildren in which medical and dental care can be obtained.

Sanatoria for consumptives are used not only to cure children and students suffering from tuberculosis, but also to carry on health education campaigns. As for mental health, there are school psychological clinics called behaviour clinics *(Clínicas de Conducta)*, where problem children are treated. Some tests are carried out by experts from the *Instituto Nacional de Pedagogía*.

Physical fitness is dealt with by the Department for Physical Culture in the Secretariat (*Dirección General de Educación Física)*. This department is responsible for programmes, and makes sure that they are applied. Physical culture teachers are trained in special normal schools *(Escuelas Nacionales de Educación Física)*. The aim is to create a national system for physical education in accordance with the decisions of the second Pan American congress on physical education which take into account the characteristics of the Latin American children.

A series of experiments are being carried out in order to find the best tests for physical aptitude among school children. It will then be possible to classify the pupils according to their physical possibilities and take into account their physical state when exacting from them certain efforts and giving them work to do.

This Secretariat department is equally useful when suggestions for sports grounds are needed. It sends experts to advise on the building of swimming-pools and gymnastics halls, thus performing a valuable contribution to the campaign for school building.

STATUS OF TEACHERS

In order to teach in Mexican State schools, a teacher must be of Mexican nationality unless it can be proved that no Mexican could fill the post. He must also have full civil rights, a good reputation, and not have incurred penal condemnations. He must be in good health, and prove through successful examinations that he is capable and efficient in the duties that will be assigned to him.

Promotion is regulated according to a well defined system. A special national commission *(Comisión Nacional de Escalafón)* deals with this question. It includes members of the Teachers' Union and the Secretariat.

Dismissal cannot be effected except in the following cases: resignations, termination of contract, and when decided upon by the arbitration commission in cases of dishonesty, acts of violence, immoral acts, intentional destruction of work materials, disobedience to orders, drunkenness, or prison sentences.

All teachers 55 years old, who have contributed to the Teachers' Pension Fund during 15 years at least, have the right to be superannuated; so too are those teachers who have been rendered incapable of working through accidents of any sort while on duty, irrespective of their length of service. If after a period of 15 years service a teacher falls ill, or has an accident while not at work, he is also entitled to a pension. Pensions are proportional to length of service, starting at 40 per cent of salary after 15 years of service, and ending with 100 per cent salary after 30 years' service.

SCHOOL BUILDINGS

The number of school buildings in Mexico does not meet the needs of the school population. The Secretariat realized that a substantial increase in the number of schools necessitated a sum of money that was beyond the financial possibilities of the Federal Government. In order to collect funds, the President of the Republic, then Lic. Miguel Alemán, started an official campaign for school buildings in March 1948. The response was good. The organizers maintained the enthusiasm and interest of the people in the campaign. Private individuals, associations of all kinds, municipal councils, all contributed towards the funds. In the country, rural workers offered to work without remuneration for at least two days a week for a limited period, in the building of new schools. A committee *(patronato)* was created for each school. These committees recommended that repairs be made, that school materials be bought. The funds collected in a community go to improve the schools in that particular area.

This campaign was necessary not only because schools were lacking, but also because the right type of school was difficult to find. The school in Mexico is used for all kinds of activities (canning, cookery, etc.) and not only for the instruction of children. In order to enable pupils and adults to indulge in all those industries during the week, in the evenings, and on week-ends, there is need for large rooms with removable partitions, equipped with tables and shelves.

By September 1950, 2,693 schools had been built, with a capacity for 700,000 children; 3,294 committees had been set up to administer the money collected during the campaign. The fact that the problems of illiteracy, and of building new schools are the objects of Government-sponsored campaigns, the fact that by so doing the Government has aroused public interest and solidarity, is in itself the proof that since 1920 the Mexican Government has achieved much in raising the standards of education throughout the country, and is continuing to do so with all the means at its disposal.

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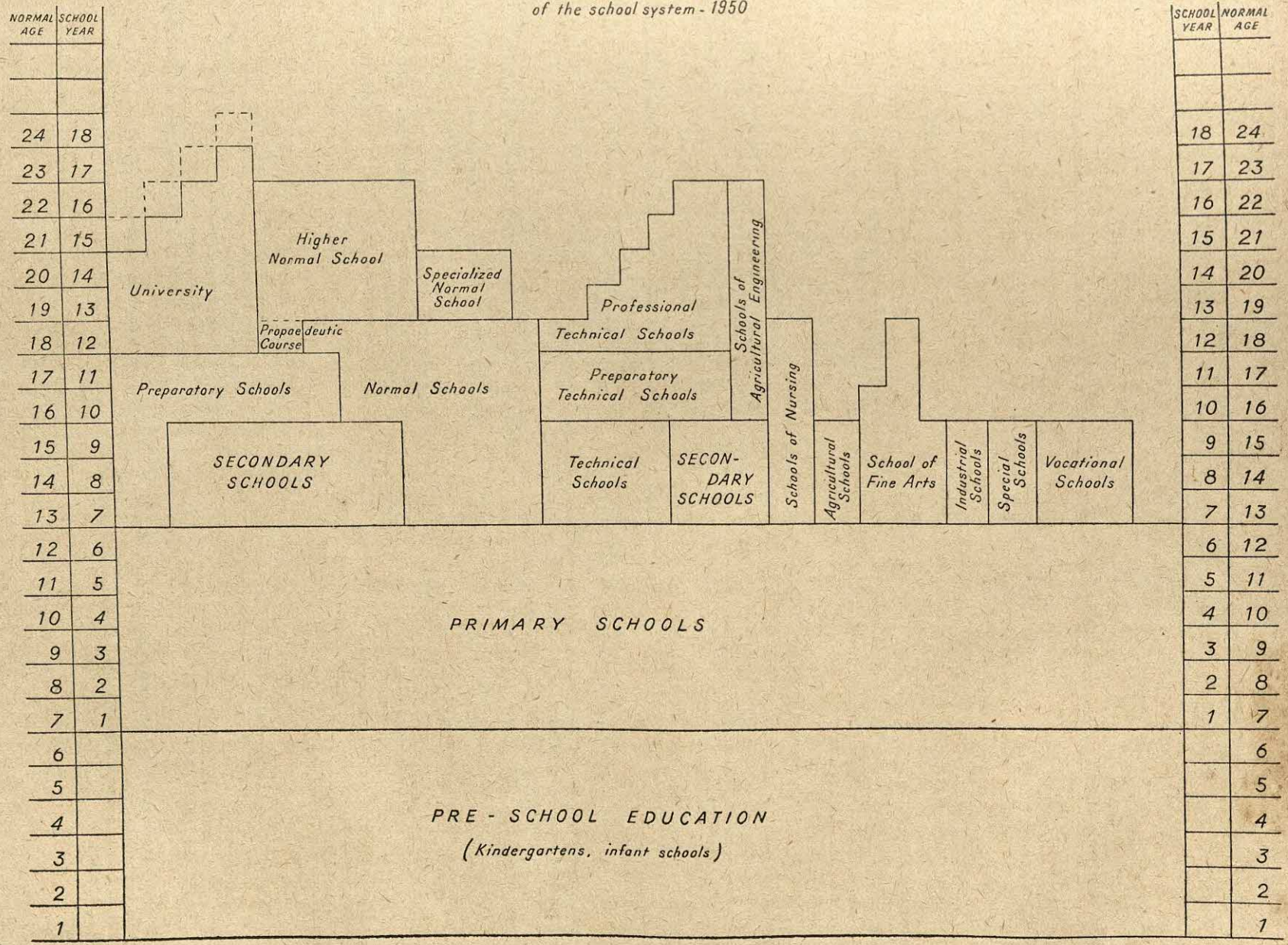
MEXICO

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Kindergartens	3	3	—	—
Primary Education				
Day primary schools	6	6	—	Primary certificate
Evening primary schools	14 plus	6	—	Primary certificate
Primary boarding schools *(Internados primarios)*	6	6	—	Primary certificate
Primary boarding schools for Indians *(Internados Indigenas)*	—	6	—	Primary certificate
Agricultural schools (1st cycle)	6	6	—	Primary certificate
Secondary Education				
Agricultural schools (2nd cycle)	13	2	1st primary agricultural training	—
Day secondary schools	13	3	6 years primary education	Secondary certificate
Evening secondary schools	Adults	3	6 years primary education	
Secondary boarding schools	13	3	6 years primary education	
Intermediate schools	13	3	6 years primary education	
Intermediate schools *(Escuelas preparatorias)*	13	3	6 years primary education	
Technical schools	13	3	6 years primary education	Pre-vocational certificate
Normal schools (urban or rural)	13	3	6 years primary education	Secondary certificate
Secondary schools (final course)	15	2	3 years intermediate	Matriculation
Vocational schools	15	2	3 years technical school or secondary school	Vocational certificate
Industrial schools[1] *(Escuelas industriales)*	—	2 to 4	6 years primary	Diploma
Arts and crafts[2] *(Escuelas especiales)*	—	1 to 3	6 years primary	Cert. or diploma
Music schools	—	2 to 4	6 years primary	Music certificate
School of plastic arts	15	2 to 5	6 years primary	Cert. of teachers in PA
School of dramatic arts and choreography	15	1 to 4	6 years primary	—
Higher Education				
(a) Non-degree-granting colleges:				
Normal, urban and rural schools (professional training)	16	3	3 years normal school (secondary)	Primary or kindergarten teacher
Normal schools of physical education	16	3	3 years secondary school	Physical culture teacher
Normal schools for specialized teaching	20	2	Primary school teaching certificate	Teaching cert. for abnormal, blind, deaf and dumb children
Training colleges for secondary teachers	20	4	6 years normal school	Secondary teaching diploma
Music academy	16	3 or 4	2 years musical training	Orchestra conductor or musician
Commerce and administration schools	16	5	3 years secondary	Public accountant
School of nursing	16	3	3 years secondary	Nursing diploma
(b) Degree-granting colleges, universities and higher schools:				
University courses:[3]				
Schools and faculties of				
Engineering	18	2 to 5	2 years matric. course or 2 years vocational course	Civil engineer, or mine, oil, electric. mechanics, communications
Chemistry and chemical engineering	18	3 to 5	2 years matric. course or 2 years vocational course	Metallurgist, chemical engineer
Architecture	18	5	2 years matric. course or 2 years vocational course	Architect
Biology	18	3 to 5	2 years matric. course or	Biologist or bacteriologist

[1] All schools teaching trades (schools for electricians, mechanics, radio technicians).

[2] Schools teaching dressmaking, fashion designs, beauty culture, cooking.

[3] For a doctorate, the student must attend post-graduate courses.

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Medicine	18	3 to 6	2 years vocational course 2 years matric. course or 2 years vocational course	Surgeon, obstetrician, homeopath
Philosophy and letters	18	3 to 4	2 years matric. course or 2 years vocational course	Bachelor in arts, philosophy, geography, psychology, education, anthropology, etc.
Science	18	4	2 years matric. course or 2 years vocational course	Physicist, mathematician, astronomer, actuarial expert
Law and economics	18	2 to 4	2 years matric. course or 2 years vocational course	Lawyer, economist
Dental surgery	18	5	2 years matric. course or 2 years vocational course	Dental surgeon
Veterinary medicine	18	4	2 years intermediate or 2 years vocational course	Veterinary surgeon
National school for librarians	16	2 to 3	3 years secondary educ.	Librarianship diploma

64. Public Expenditure on Education in 1949
(in thousands of Mexican pesos)

Source of revenue	Total expenditure	Primary and secondary education	Teacher training	Vocational education	Higher education	Adult education	Construction of schools	Other
Public School Education	**395 806**	**279 908**	**14 782**	**5 904**	**54 346**	**3 668**	**32 112**	**5 085**
Contribution from:								
Federal Government	292 074	207 170	12 740	4 240	44 264	2 193	17 484	3 983
State Governments	103 732	72 738	2 042	1 664	10 082	1 475	14 628	1 102

Source. Unesco questionnaire EDUC/67.
Note. Official exchange rate before 22 July 1948: U.S.$1=4.88 Mexican pesos. Thereafter U.S.$1=8.68 Mexican pesos.

65. Summary of School Statistics
Number of institutions, teachers and students enrolled in 1935 and 1949

Type of education and kind of school	Institutions		Teachers				Students			
			1935		1949		1935		1949	
	1935	1949	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Kindergartens, public	[1] 409	737	602	...	2 554	2 369	31 429	...	90 193	47 090
Kindergartens, private	[1] 58	100	99	...	333	292	3 203	...	7 942	4 055
Primary										
Public, day schools	19 331	23 900	36 119	...	62 898	39 656	1 591 520	...	2 720 878	1 300 407
Public, night schools	...		...	...			...	...	116 235	38 225
Private, day schools	2 327	725	3 307	...	4 962	3 684	151 087	...	159 649	83 931
Private, night schools	...		...	...			...	...	436	113
Secondary										
Public[2]	164	317	...	...	6 023	1 600	25 538	...	62 249	22 463
Private	46	149	...	...	1 782	1 042	5 441	...	18 349	8 036
Teacher training										
Normal, urban and rural	...	73	...	...	2 523	922	4 774	...	25 051	16 519
Normal, higher	...	6	...	...	[3] 331	[3] 53		...	[3] 1 947	[3] 931
Vocational and technical										
Vocational, elementary	...	45	...	...	2 664	378	...	...	14 047	2 228
Vocational	...	21	...	...	771	105	...	...	6 345	1 648
Technical [4]	...	199	...	...	3 676	803	...	...	41 928	16 525
Agricultural	16	16	...	...	701	1	...	...	5 949	—
Trade schools	...	6	...	...	92	54	...	...	942	531
Fine arts	34	32	...		783	...	2 715		...	...
Higher										
Universities	...	12	...	...	4 464	...	...	...	36 354	...

Source. Unesco questionnaire EDUC/67. Dirección General de Enseñanza Superior e Investigaciones Científicas, *La Educación en Cifras, 1949*, Mexico D.F. 1950. Dirección General de Estadística, *Anuario Estadístico de los Estados Unidos Mexicanos, 1938*, Mexico 1939.

[1] 1936.
[2] Including secondary night schools.
[3] Partial data, not including two private higher normal schools.
[4] Including higher technical.

MONACO

Total population
(estimate: mid-year 1949)
23 000

Prepared by the Ministry of State,
Principality of Monaco

ADMINISTRATION

The Government Councillor for the Interior is responsible for education.

H.H. the Prince Sovereign nominates a Committee on Public Instruction of 12 members for a period of three years to supervise, control and foster primary and secondary schooling.

Two inspectors, nominated for three years by the Prince, are charged with: supervising the quality of teaching in the schools, ensuring that administrative instructions are carried out, and recommending measures for the reform or improvement of education.

ORGANIZATION

School programmes are identical with those in France, with the addition of the history of Monaco and religious instruction.

Primary education is given in three public schools for boys and three for girls which are entrusted to religious bodies—the Christian Brothers and the Ladies of St. Maur respectively. The period of compulsory education is from 6 to 14 years of age; the primary course lasts for six years, and is free in the public schools.

The *Lycée* of Monaco also has a primary section, with teachers who are either of Monegasque nationality or seconded from the French service. Pupils who are not of Monegasque origin pay fees.

A primary school certificate is awarded at the end of the six-year course.

Higher primary education is provided in the same schools and under the same conditions for a further period of two years, i.e., up to school-leaving age. A diploma *(brevet d'études elémentaires)* is given at the end of the course.

Commercial education follows on from the higher primary classes and is provided in all boys' and girls' public schools. At the end of the first year a commercial certificate is taken; at the end of the second, a diploma *(brevet)*. The curriculum comprises shorthand-typing, foreign languages (mainly English), and practical office work and book-keeping.

Secondary education. The *Lycée* of Monaco prepares pupils for the *baccalauréat* or secondary school certificate. The course lasts four years and is free for Monegasques. The teachers are mainly qualified secondary teachers (*agrégés* and *licenciés*) seconded by the French system.

Higher education. While there are no institutions in Monaco, students from the Principality are admitted to French faculties and higher institutes.

MEDICAL SERVICE

A service of medical inspection, directed by a physician, supervises the state of hygiene of the schools and the health of pupils.

FINANCE

For the calendar year 1949 the budget for education was as follows:

	Fr. francs.
Central administration	3 720 133
Primary schools	25 477 407
Secondary school	16 784 445
Total	45 981 985

66. Summary of School Statistics
Number of institutions, teachers and students in 1936/37 and 1949/50

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1936/37		1949/50		1936/37		1949/50	
	1936/37	1949/50	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Kindergartens, public	...	3	...	...	6	6	...	...	177	92
Kindergartens, private	...	2	...	...	5	5	...	...	117	61
Primary										
Primary, public	6	6	75	39	76	39	1 210	632	1 437	711
Primary, private [1]	...	2	...	...	23	23	...	...	300	300
Primary classes in *Lycée*	2	2	7	5	9	7	167	75	186	77
Secondary										
Lycée de Monaco, public	2	2	18	2	24	3	341	139	331	150
Pensionnat St. Maur, private	...	1	...	...	20	20	...	...	192	192
Secondary courses in public primary schools [2]	—	—	...	...	11	7	...	...	93	71

Source. Unesco questionnaire EDUC/67.
Note. Data refer only to full-time institutions, teachers and students.

[1] Including 7 teachers and 54 pupils in primary classes of Pensionnat St. Maur.

[2] Commercial, secretarial and household arts.

NETHERLANDS

Total population
(estimate: mid-year 1949)
9 956 000

Prepared by the Netherlands Central Bureau of Statistics, The Hague

In the Netherlands the organization of the educational system is characterized by the freedom allowed to all elements of the population and by a high degree of decentralization.

The authorities not only authorize the creation of independent schools but, on request, give financial assistance provided that guarantees are given that the instruction (curricula and length of schooling in particular) will be equivalent to that in public schools. This attitude makes for an extremely varied system. Both public and private schools have equal access to public funds, and the religious rights of parents to choose the desired form of schooling for their children are suitably safeguarded.

Administration is correspondingly decentralized. A great deal of scope is left to municipal autonomy and to the enterprise of associations or individuals—so that nearly all the schools are municipal or independent schools. Nowhere in the country is there a central authority which dominates the school in its various aspects. The role of Government is rather to watch over the quality of education and to administer public funds in the spirit of religious liberty for the individual and self-government for the community.

CENTRAL ADMINISTRATION AND LEGISLATION

The Minister of Education, Arts and Science is assisted by the Secretary-General, who is the permanent head of the Ministry. Under him are the departmental chiefs, devoting themselves to the various branches of education: higher education, secondary education, technical and home economics training and elementary education. The last is also in charge of the training of teachers in elementary schools, continued and advanced elementary schools, the special schools for physically and mentally defective children, the Compulsory Education Law and its enforcement and the instruction in nursery schools and kindergartens. Finally we may mention the adult education department. The Ministry of Education, Arts and Science does not deal with all the education in the country. Higher, secondary and elementary agricultural training is the concern of the Ministry of Agriculture, Fisheries and Supplies with the exception, however, of the agricultural home economics training, for which the Ministry of Education, Arts and Science is responsible.

About 100 State inspectors are charged with the supervising of education from the point of view of its quality. Each of them controls a number of schools of a given type.

Side by side with the Minister there is the Educational Council, consisting of at least 15 members. The Council's function is to advise, either at the Minister's request or on its own initiative, on problems of a general nature connected with the education entrusted to the care of the Ministry. The Secretariat of the Council is established at The Hague.

Other special organs are the Press Council and the Wireless Council, the names of which indicate their special spheres.

The annual *Report on the State of Education*, which is prescribed by the Constitution, gives a brief account of the principal work of the Ministry.

The statistics of the various branches of education are compiled by the Cultural Department of the Netherlands Central Bureau of Statistics in The Hague, which publishes the statistics of education and of cultural life in general and gives, on request, any desired information pertaining to its sphere of activity.

COMPULSORY EDUCATION

The Compulsory Education Law of 1900 compels, with a few exceptions, the father, the mother or in general the person in charge of a child to see to it that the child receives an adequate elementary

education. Nevertheless, no one is bound to send his children to school, provided he makes provision for their education by tuition at home. In practice, most children attend school unless they have been exempted from compulsory instruction. Although this compulsion begins only at the age of 7 years, the majority of children are sent to school at the age of 6. Compulsory regular school attendance ceases as soon as the child has attended a school for eight years.

The following children are exempted from compulsory education: those who in the opinion of doctors are not fit to attend school or who have no school within four to six kilometres of their homes. The law goes very far in its respect for the liberty of conscience of the parents: if they have serious objections to the education given in all the schools situated within a radius of four to six kilometres from their residence they are relieved of the general obligation imposed by the Compulsory Education Law.

The national and the local bodies, and among the latter the school attendance committees, exercise strict supervision with regard to the enforcement of the Compulsory Education Law. In many municipalities truant children are brought to school by the police.

ORGANIZATION OF THE SCHOOL SYSTEM

The diagram on page 264 gives a general survey of the present structure and shows the types of school in relation to preliminary training required and possibilities for subsequent study. The age indicated is true for pupils who go through all stages without delay, but some simplification is used from the very start, since the age of admission for elementary education is actually 6 *or* 7 years and not just 6 years as the diagram shows. Similarly, many variations of part-time education are combined.

PRE-SCHOOL EDUCATION

There are no legal provisions for education in nursery schools and kindergartens. However, the law of 1920 covering primary education deals with inspection. Eight women government inspectors observe pre-school instruction, while public health inspectors are responsible for the matter of health.

Many municipalities and associations subsidize the nursery schools, which receive pupils from 3 to 6 years of age and present great variety. Although the Froebel system is most commonly found, it is not universally applied; almost 200 schools have adopted Montessorian principles and some are inspired by Decroly, while others are partisans of no particular system.

PRIMARY EDUCATION

Elementary schools comprise six, seven or eight years of study.

The pupils are taught reading, writing, and arithmetic; they learn the Dutch language, Dutch history (including the elements of the political institutions), geography, natural history (including the elements of hygiene), singing, drawing, gymnastics (sometimes including swimming) and needlework. These subjects are compulsory. Other subjects may be added to this programme, such as manual work (taught in 19 per cent of the elementary schools). In view of the secondary education to follow, fifth and sixth year pupils may attend private classes outside school hours, in which a foreign language, usually French, is taught.

Continued elementary schools comprise two years of study after the sixth class of the ordinary elementary school. This type of school is often combined with the elementary school. Practical subjects such as cooking, washing and manual work occupy a very important place. This tuition is specially intended for children who will not receive a secondary education, while they have not yet complied with the provisions of the Compulsory Education Law.

SECONDARY EDUCATION

Advanced elementary schools give a course of three or four years which develops further the elementary school subjects and introduces mathematics, physics, foreign languages (English, French, German) and some commercial training. Although the final year gives an opportunity to those wishing to obtain the B diploma (mathematics and physics) and although the school provides general education, it can be characterized as a training for the lower administrative occupations. Via the small mathematics-physics division one can be admitted to secondary technical training (e.g., to a technical high school). The advanced elementary school is also a bridge to the lower classes of secondary education and to training colleges for elementary school teachers.

The secondary schools proper usually admit pupils by way of an entrance examination. The main types of school are:

The Gymnasium. The curriculum comprises six years of study and its principal object is the study of classics. The official subjects are: Greek and Latin; then Dutch, French, German and English, history, geography, mathematics, physics, chemistry, natural history, Hebrew (which is optional), gymnastics and drawing. After passing the final examination pupils are entitled to take university entrance examinations. For the faculties of theology or literature and philosophy the examination is more literary in nature than it is for the faculties of medicine or mathematics and physics. The diploma obtained upon passing either of these examinations gives access to the faculties of law, of economics and of political and social science. On account of the differences between the final examinations, pupils of the fifth and of the sixth class in the gymnasium are divided into section-A pupils and section-B pupils.

The Junior Seminaries are designed for those preparing to study for Roman Catholic priesthood at a senior seminary. The education shows great similarity to that of a gymnasium (A-section).

The High School. In a course of five years the curriculum covers sciences, economics, commercial subjects, geography, history, Dutch and modern languages (French, German, English). When, in 1917, the diploma became accepted as a right to take university entrance examinations, this type of school developed a dual character and it now trains both for earning and living and for further study at a university. After the third year pupils choose between the more mathematical and physical science side and that devoted to modern languages and commercial science. The diploma for the former section (called H.B.S.-B) has the same rights in regard to university entrance examinations as that of the gymnasium, section-B. That of the other section (the diploma H.B.S.-A) gives only the qualification to take university examinations in the economical or social sciences.

The Lyceum is usually a combination of a gymnasium and a high school. After a 'substructure' of in most cases two years of joint tuition, there come three or four years of high school or four years of gymnasium. When this type of school was established the object in view was to defer the choice between high school and gymnasium until such time as a better judgment could be formed about pupils' aptitudes for the various subjects. There is, however, a difference in the allocation of these subjects in the later years of study. The final examinations do not differ from those which we have already mentioned, and the diplomas confer the same rights.

High School for Girls. This type of school allows for the particular needs of the pupils. While many subjects are taught which are also included in the programme of the other high schools, place is given to the history of art, needlework, music and hygiene, and sometimes manual work, recitation, cathechism and home economics. The schools usually comprise five years of study.

TECHNICAL EDUCATION: ELEMENTARY LEVEL

Technical Training for Boys

Technical day schools are the principal form for this education. Boys from an elementary school are given a two-year course as the basis for the trades they choose. The schools usually comprise sections for woodwork (carpenters and cabinet-makers), for metallurgy (fitters, smiths, brass, lead and zinc workers, motorcycle and automobile repairers, intsrument makers and electricians); in addition, there is often a section for painters, and in some cases for the trades of mason, plasterer, modelmaker, tailor, shoemaker, printer, textile worker, baker and pastrycook and butcher. The training combines both theory and practice relating to the particular trade, and some instruction is given in general subjects. About half the time is devoted to practical work in specially equipped workshops. Some technical day schools are connected with large industrial concerns and are then called 'industrial schools'.

Pupils from technical day schools, or from the elementary schools, may find employment in a factory under the apprenticeship system. They then learn a trade on-the-job, according to a fixed programme and under the direction of a foreman. As a rule they receive supplementary theoretical training in the evening.

The technical evening school gives the opportunity to those who pass directly from elementary school to a job to supplement their daytime experience with more theoretical and sometimes also practical knowledge. The duration of the training varies, according to the selected branch, from two to five years.

Schools for deep-sea fishing and inland navigation provide training for skippers and motormen.

Agricultural and Horticultural Training

Agricultural and horticultural schools are open to those who have passed through all the classes of the elementary school. The curriculum develops the general subjects of the elementary school, and introduces the elements of natural science, agriculture, horticulture, stock-breeding, dairying and finally, some

knowledge of political institutions and of rural economy. The work of each school is closely related to conditions in the neighbourhood. The training lasts four years. In the first year two days of lessons are given a week; in the other years, one day. The first two years contain forty weeks of study, the last two, thirty weeks. This arrangement has been made to divert the pupils as little as possible from their daily occupations. In addition to the tuition given in school a large number of elementary courses in agriculture and horticulture are organized annually.

Commercial Training

The commercial day and evening schools have one to five years of study and the programme may comprise the following subjects: Dutch, French, English and German language; history and the history of commerce, geography and commercial geography, commercial subjects (bookkeeping, commercial arithmetic, the organization and the technique of commerce, industrial and political economy; commercial law) political institutions, mathematics, physics, chemistry, physics, drawing, gymnastics and music. In schools with a four-year course, correspondence in the four languages referred to is also taught. The diploma does not give a right to take academic examinations. Shop-assistants are trained in day schools with a two-year course.

Home Economics Training for Girls

The girls' home economics schools vary greatly in form. Pupils come from the elementary school and then take a course of two years. Some girls then go on to a special training for a position as mother's help, children's nurse or dressmaker.

TECHNICAL EDUCATION: SECONDARY LEVEL

Technical Training for Boys

Advanced elementary technical day schools provide a more thorough vocational training than is to be obtained in the technical day schools. To gain admission, a diploma of advanced elementary education is often required.

Technical high schools provide training for future foremen and other middle-grade technicians. After a school training of two years, the pupils spend a practical year and return to school for the fourth year. These schools include various branches: mechanics, electrotechnics, architecture, etc. To gain admission a diploma of advanced elementary or secondary (H.B.S.) education, or of a technical day school is required. In the latter case one has to attend a preliminary course and take an entrance examination.

Schools for fine and industrial arts have most of their pupils in the sections for drawing, painting, sculpture, publicity and applied art. Some schools also prepare pupils for the various certificates which entitle the holder to teach drawing.

Schools for navigation, marine and aircraft engineers may be grouped together. The complete training of deck officers and marine engineers generally consists of two years of study at the school, followed by specialized training for the ranks of third, second and first officer or marine engineer. After completion of one of these courses a certain period must be spent at sea. The training for aircraft engineer consists only of two years of study at the school.

Agricultural and horticultural training

The agricultural and horticultural high schools are intended to furnish suitable training for young people who will later have to administer agricultural or horticultural property. For admission an entrance examination must be passed, at approximately the level of the third year of secondary school. The course lasts two and a half years and is divided into three winter half-years and two summer half-years. Besides the subjects directly concerned with agriculture and stock-breeding, the pupils study foreign languages and some commercial subjects. The diploma of some agricultural high schools admits the holder to enter the faculty of veterinary medicine at the State University of Utrecht or the agricultural school at Wageningen. Besides these schools there are a number which specialize in one subject, such as dairying, cheese-making, flax growing, cultivation of potatoes, fruit growing, market gardening, bulb and flower growing. Finally there are many winter schools with a general training over a period of four years.

Home Economics Training for Girls

Advanced elementary classes can generally be followed by pupils who have the certificate of an advanced elementary school or of a secondary school for general education. The classes include: home economics training and courses for nursery governess, tailoress, cutter, housekeeper, domestic head of an institution. Each lasts one year.

These are followed by home economics training classes of high school standard, designed chiefly for the training of teachers.

Schools for social work take pupils who have the diploma of a school for secondary education (H.B.S., gymnasium, etc.). Courses are given in child

guidance and social work, assistant librarianship, etc.

Mention should also be made of special schools for training midwives and nurses.

TEACHER TRAINING

For Nursery Schools

Women teachers are trained in 75 schools or in special courses. About two-thirds of those in service hold diplomas.

For Elementary Schools

The majority of teachers are trained in training colleges with a course lasting four years. Pupils are admitted at the age of 15; if they have a diploma of an advanced elementary school or have completed three classes of a high school, they are exempted from the entrance examination; those who have passed the final examination of a secondary school (H.B.S., gymnasium) are exempted from the first two years of the course. The curriculum comprises the following subjects: reading, writing, arithmetic, Dutch language and literature, Dutch history (including State, provincial and municipal organizations), general history, geography, natural history (including hygiene), singing (if possible, the study of the piano or violin), drawing, manual work, gymnastics, French, German, English, mathematics, pedagogics (including psychology and methods), and for the pupils of the female sex, needlework. Religious teaching may be added to these subjects. A practice elementary school is sometimes attached to the training college; otherwise practical work is done in nearby schools.

Some training colleges have a special section for those who already hold the teacher's certificate and who wish to take the State examination for head-teachers. This can only be done after two years of practical experience in teaching. The curriculum comprises pedagogics (including psychology and method), Dutch language and literature. geography, history, physics and inorganic chemistry.

For Secondary Schools

About 44 per cent of the teachers in secondary day schools have had university training, while over 40 per cent hold the secondary teacher's certificate obtained after examination by an official board.

There is as yet no official regulation governing the professional training of those planning to become secondary school teachers.

For Gymnastics

Instructors are trained in special schools. A secondary school diploma is required for entrance. The course combines theoretical studies with a practice period in a secondary school.

For Technical and Industrial Schools

The law relating to this branch of education requires that a teacher in service in a subsidized public or private technical school hold a certificate of aptitude for which there exist preparatory courses within the technical education system.

Many teachers in secondary technical schools are university graduates.

For Agricultural and Horticultural Schools

Teachers are often persons who have obtained a diploma entitling them to give elementary courses in agriculture and horticulture.

On a secondary level the teachers are usually graduates of the agricultural school in Wageningen.

HIGHER EDUCATION

The Netherlands has six universities: the State Universities of Leiden, Utrecht and Groningen, the Municipal University of Amsterdam, and two independent institutions, the Free Calvinist University of Amsterdam and the Roman Catholic University of Nijmegen. In addition, four schools of university standard exist: the school of engineering at Delft, the school of agriculture at Wageningen (both State controlled), the school of economics at Rotterdam and the Roman Catholic school of economics at Tilburg (both private). In these schools tuition is limited to a group of subjects, as indicated by their names.

The following faculties are to be found in all the universities: theology, law, literature and philosophy, and, with the exception of the Roman Catholic University of Nijmegen, medicine, mathematics and physics; these faculties are either separate or grouped. The University of Utrecht also has a faculty of veterinary medicine, and the Municipal University of Amsterdam a faculty of economics and one of political and social sciences. Groningen and the Free Calvinist University of Amsterdam also have faculties of economics.

In all the faculties, at least two examinations must be passed: the first is named 'candidate' and the second confers the title of 'doctorandus' (or in the case of the school of engineering and the school of agriculture. the degree of 'engineer' and in the faculty of law the degree of 'master'). In the faculty of theology and in the schools of engineering, agriculture and economics the students must pass a preliminary ('propaedeutic') examination before the examination for 'candidate'. In all the faculties the degree of Doctor is conferred after the student has passed the exami-

nation for 'doctorandus' and has defended a thesis.

One of the characteristics of the Netherlands higher education is that, within the framework of a general outline of subjects, it leaves the students great liberty in the choice of what may be called the auxiliary subjects. Up to a certain limit the student may arrange his course of studies according to his own preference.

Another type of institution is the senior seminary, for the education of Roman Catholic priests. They are as a rule preceded by the junior seminaries.

SPECIAL EDUCATION

These schools are regulated by the Royal Decree of 28 December 1949. They consist of schools for children who are hard of hearing, schools for deaf mutes, the blind, the mentally defective and the psychopathic.

Of a different order, schools have been created for boatmen's children who, because of their nomadic life, cannot attend classes regularly.

FINANCES

Data for the country asa whole are given in Table 71 on page 271.

Nursery schools receive no State grant as yet, but are subsidized by 80 per cent of the municipalities.

In elementary education, the State reimburses to the municipalities the salaries paid to teachers, as well as contributions to pensions, unless the latter are taken from salaries. It does not contribute to expenses due to the construction and upkeep of schools or to the purchase of the customary materials and furnishings.

In the case of private schools which fulfil the required conditions and whose requests for subsidies are in order, the municipality must bear the expense of school construction or purchase, while the school management puts up a 15 per cent guarantee. The municipality refunds to the school the same amount per pupil as that paid to public schools of similar type. The State refunds teachers' salaries provided that the number of teachers does not exceed the authorized teacher-pupil ratio. It pays also for cases of authorized leave and gives the contributions towards teachers' retirement, in the same manner as for public schools.

In secondary education, there is a financial difference between public and private education, but the public authorities give substantial aid to those private gymnasiums, boys' and girls' secondary schools and commercial schools which meet the requirements.

In technical and home economics education, the State assumes 70 per cent of the expenses of private and municipal schools giving primary technical training; the municipalities must furnish 30 per cent. In secondary technical education these percentages amount to 75 and 25 respectively, according to whether the schools are private or municipal.

In primary and secondary agricultural training, the State contributes annually approximately 3.5 million florins, while provincial and municipal administrations contribute generously. Moreover, agricultural organizations bear a large part of the financial burden. For private institutions, subsidies are based on the expenses of State universities, while the city of Amsterdam meets the budget of its local municipal university.

ADULT EDUCATION

In the Netherlands there is no legal regulation for adult education, and only in isolated cases do the State, province or municipality contribute to it. Because of the width and variety of the work undertaken on private initiative, it is possible to indicate only a few types of institution, with relevant figures.

People's universities *(Volksuniversiteiten)* are institutions aiming to provide courses and lectures for adults on popular scientific subjects. The range of subjects discussed is wide: psychology, social and economic matters, history, art, language and literature. In 1948, there were 59 institutions, with an enrolment of 41,611 students (of whom 25,899 were women).

The People's high schools *(Volkshogescholen)* resemble the well-known Danish schools. They number 10, with an enrolment in 1948 of 14,536.

Correspondence courses are well developed in all fields. There were an estimated 100,000 students in 1948.

State workshops *(Rijkswerkplaatsen)* have been set up to provide vocational training for unskilled workers, or to give re-training facilities to workers who have been forced to change occupations. This training is given also by industries receiving a State subsidy. In 1948, there were 55 workshops, with 3,518 students (of whom 102 were women).

SCHOOL HEALTH SERVICES

Medical inspection by physicians accompanied by nurses is becoming general. This medical inspection

is not yet enforced by law, so that its organization differs from one district to the other. Many municipalities have created medical services on behalf of the public schools, of which the independent schools may also take advantage. Sometimes a certain number of municipalities work together to arrange this inspection by districts.

In addition to the full-time school doctors there are also a number who work part-time. The methods of inspection vary from one locality to another. As a rule the medical inspector visits the nursery schools and kindergartens and the elementary schools, but in some municipalities the inspection is extended to schools attended by older children. When children attend a school for the first time they are medically examined. Information furnished by the parents and by other teachers then constitutes useful data for the doctors.

After this initial medical examination, the child may also be called up for examination in the course of the third and fifth school years. Some 311,000 children (or 26 per cent of the pupils of the elementary schools) were examined in this manner by 207 school physicians. The latter were divided over 130 services.

The work of the school doctors is generally confined to examination, the family physician being referred to in cases in which treatment is called for. In addition, the pupils are examined from time to time for the purpose of detecting cases of consumption, to which end radioscopy or radiography are employed, while the Von Pirquet reaction is often used. The large centres of population usually have at their disposal a private service of school physicians.

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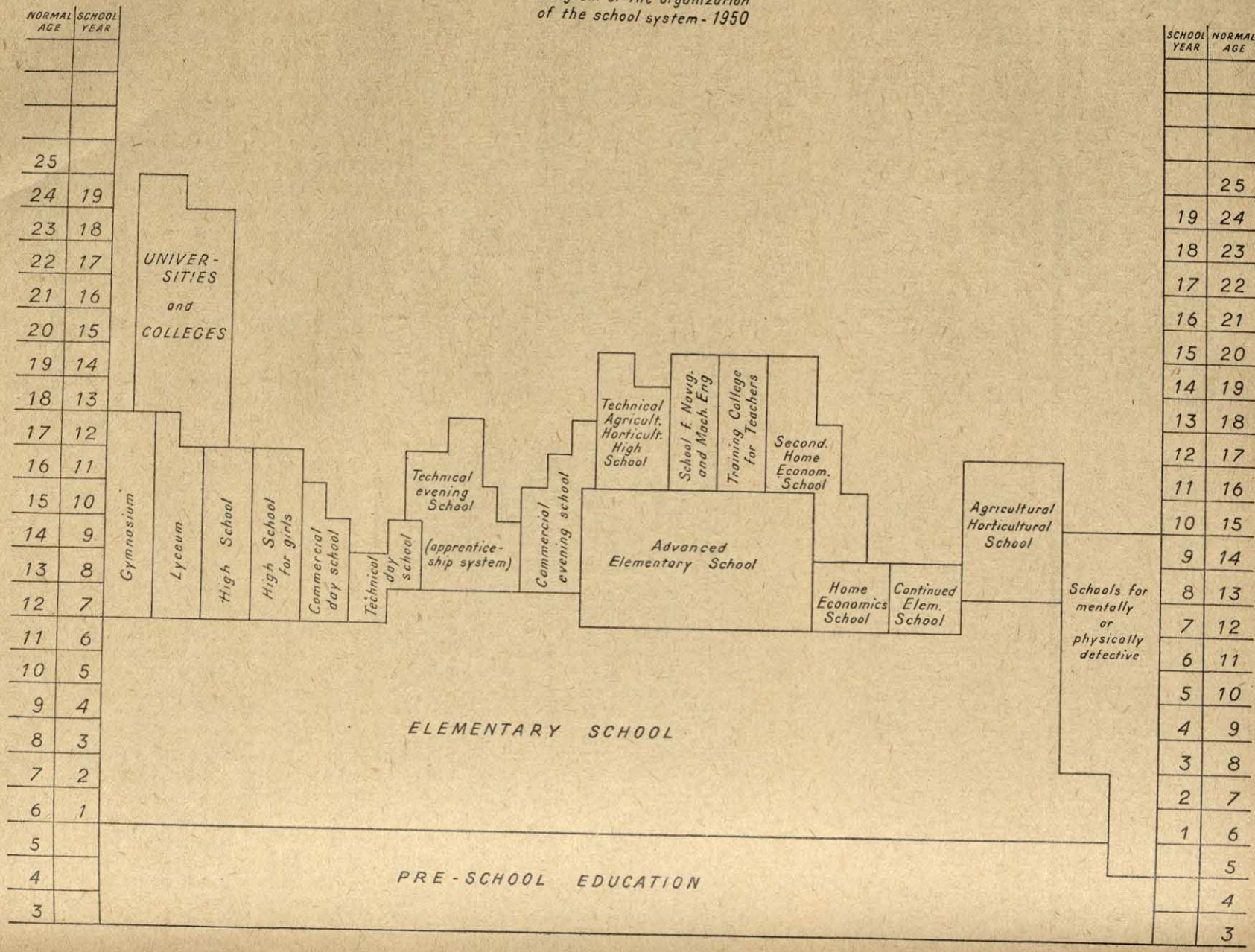
NETHERLANDS

Diagram of the organization of the school system - 1950



Classification of Schools

Types of school	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Nursery school and kindergarten *(Kleuterscholen)*	3—4	2—3		
Primary Education				
(1) Elementary school *(Gewoon lager onderwijs)*	6—7	6, 7, 8	Kindergarten	
(2) Continued elementary school *(Voortgezet gewoon lager onderwijs)*	12—13	2	Elementary school	
Secondary Education				
(a) General education				
(1) Advanced elementary school *(Uitgebreid lager onderwijs u.l.o. of m.u.l.o.)*	12—13	3, 4	Elementary school	Diploma m.u.l.o. -A, -B
(2) Secondary education	12—13			
Gymnasium *(Gymnasium)*		6	Elementary school	Diploma gymnasium -A, -B
Junior seminary *(Klein-seminarium)*		6	Elementary school	Diploma junior seminary or gymnasium
High school *(Hogere burgerschool —h.b.s.)*		5, 6	Elementary school	Diploma h.b.s. -A, -B
Lyceum *(Lyceum)*		5, 6	Elementary school	Diploma h.b.s. -A, -B; gymnasium -A, -B; commercial day-school, high school for girls
High school for girls *(Middelbare school voor meisjes)*		5	Elementary school	Diploma high school for girls
(b) Elementary technical and home economics training				
(1) Technical training for boys				
Technical day-school, industrial school *(Dagambachtsschool, dagschool voor de nijverheid)*	13—14	2, 3, 4	Elementary school	Diploma technical day school, industrial school
Apprenticeship system *(Leerlingstelsel)*	15—16	2, 3, 4	Elementary school, diploma technical day school	Diploma apprenticeship system
Technical evening school *(Avondnijverheidsschool)*	15—16	2, 3, 4, 5	Elementary school, diploma technical day school	Diploma technical evening school
School for deep sea fishing *(Zeevisserijschool)*	13—20	2	Elementary school	Diploma skipper, motorman
School for inland navigation *(Binnenvaartschool)*	15—20	2	Elementary school	Diploma skipper, motorman
(2) Agricultural or horticultural school *(Lagere land- of tuinbouwschool)*	14—15	4	Elementary school	Diploma agricultural school Diploma horticultural school
(3) Commercial training *(Handelsonderwijs)*				
Commercial day school *(Handelsdagschool)*	13—14	4	Elementary school	Diploma commercial day school
Commercial evening school *(Handelsavondschool)*	15—16	1, 2, 3 4, 5	Elementary school Advanced elementary school	Diploma commercial evening school, diploma special courses
School for shop assistants *(School voor winkelpersoneel)*	13—14	2	Elementary school	Diploma school for shop assistants
(4) Teacher training				
Nursery school and kindergarten teacher *(Kleuteronderwijzeres)*	17—18	2, 4	Elementary school, advanced elementary school	Diploma nursery school and kindergarten teacher

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
(5) Home economics training for girls Home economics school *(Lager nijverheidsonderwijs)* . . .	12—13	2	Elementary school	Diploma home economics school
(c) Secondary technical and home economics training				
(1) Technical training for boys Advanced elementary technical day school *(Uitgebreid lager nijverheidsonderwijs)*	17	2, 3, 4, 5	Diploma m.u.l.o. -B; Diploma technical day-school + preliminary course	Diploma advanced elementary technical day school
Technical high school *(Middelbaar technisch onderwijs)* . . .	18	4, 5	Diploma m.u.l.o. -B; h.b.s., 3 years; diploma h.b.s. -B, gymnasium -B; diploma technical day school + preliminary course	Diploma technical high school
School for fine and industrial arts *(Kunst- en kunstnijverheidsonderwijs)*	17—18	3, 4, 5	Diploma m.u.l.o. -A, -B; h.b.s., 3 years; diploma technical high school (building)	Diploma school for fine and industrial arts
School for navigation *(Zeevaartschool)*	17—18	2	Diploma m.u.l.o. -A, -B; h.b.s., 2 or 3 years; 3 years deck service in ocean-going vessels	Diploma AS, BS, 3rd, 2nd, 1st ship's officer (ocean-going vessels); wireless operator
School for marine or aircraft engineer *(School voor scheeps- of vliegtuigwerktuigkundige)* . . .	16—17	2	Diploma m.u.l.o. -A, -B; h.b.s., 2 or 3 years; diploma technical day school + preliminary course	Diploma AM, BM, VD; A, B and C marine engineer; motorman (coasters); aircraft mechanic
(2) Agricultural and horticultural training Agricultural high school *(Algemene landbouwschool)* . . .	17—18	2, 3, 4	Advanced elementary school, h.b.s., 3 or more years; agricultural school	Diploma agricultural high school, agricultural winter school
Specialized agricultural high school *(Landbouwvakschool)* . . .	17—18	2, 3	Advanced elementary school, h.b.s., 3 or more years; agricultural school	Diploma dairying, cheese-making, flax dressing, potato growing
Horticultural high school *(Algemene tuinbouwschool)* . . .	17—18	2, 3, 4	Advanced elementary school, h.b.s., 3 or more years; horticultural school	Diploma horticultural high school, horticultural winter school
Specialized horticultural high school *(Tuinbouwvakschool)* . .	17—18	1	Advanced elementary school, h.b.s., 3 or more years; horticultural school	Diploma fruit, vegetable, flower, bulb, seed growing
(3) Teacher training For elementary schools *(bij het gewoon lager onderwijs)* . . .	16—17	4	Diploma m.u.l.o. -A, -B; h.b.s., 3 or 5 years	Certificate teacher elementary schools
For gymnastics *(bij het gymnastiekonderwijs)*	18—19	3, 4	Diploma h.b.s. -A, -B; diploma high school for girls	Certificate gymnastics teacher
For technical and industrial schools *(bij het lager nijverheidsonderwijs voor jongens)*	20	3, 4	Diploma technical day school + preliminary course + some years' practice. Diploma technical high school	Certificate teacher in technical and industrial schools
For agricultural or horticultural schools *(bij het land- of tuinbouwonderwijs)*	23	2	Certificate teacher elementary school	Certificate teacher agricultural or horticultural schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
(4) Home economics training for girls				
Advanced elementary home economics school *(Uitgebreid lager nijverheidsonderwijs)*	15—16	2	1 or more years advanced elementary school; diploma m.u.l.o. -A, -B; 1 or more years high school, gymnasium, high school for girls; diploma h.b.s.-A,-B, gymnasium -A, -B, high school for girls; diploma home economics school; certificate teacher elementary school	Diploma advanced elementary home economics school
Home economics high school *(Middelbaar nijverheidsonderwijs)*	17—18	2, 3	Diploma m.u.l.o.-A, -B; h.b.s., 3 years; diploma h.b.s.-A, -B, gymnasium -A, -B; high school for girls; diploma advanced elementary home economics school	Diploma dressmaker certificate teacher elementary home economics training
School for social work *(School voor maatschappelijk werk)*	19—20	3	Diploma h.b.s.-A, -B, gymnasium -A, -B	Diploma school for social work
Midwifery school *(School voor vroedvrouwen)*	17—18	3	Diploma m.u.l.o.-A, -B	Diploma midwifery school
Nurse training *(Opleiding tot verpleegster)*	19—20	3	Advanced elementary school	Diploma A (sick nursing) Diploma B (neuropathics and lunatics nursing)
HIGHER EDUCATION				
(a) Non-degree-granting colleges				
Institutions of university rank *(Hogescholen)*				
Technics	18	7	Diploma h.b.s.-B, gymnasium -B	Propaedeutic ex., candidate ex., doctoral ex. (engineer's degree), promotion (doctor's degree)
Agriculture	18—19	6	Diploma h.b.s.-B, gymnasium -A, -B; agricultural high school	Propaedeutic ex., candidate ex. doctoral ex. (engineer's degree) promotion (doctor's degree)
Economics	18—19	7 and 8	Diploma h.b.s.-A, -B, gymnasium -A, -B	Propaedeutic ex., candidate ex., doctoral ex. (doctorandus' degree) promotion (doctor's degree)
State academy of fine arts	20	4	Matriculation examination	None
Senior seminary *(Groot seminarium)*	18	6	Diploma junior seminary Secondary education	Ordination
(b) Degree-granting colleges:				
Universities including the faculties of:				
Theology	19	4, 6	Diploma gymnasium -A,	Propaedeutic examination; candidate ex., doctoral ex. (doctorandus' degree), promotion (doctor's degree)
Law	19	5	Diploma gymnasium -A, -B	Candidate ex., doctoral ex. (master's degree), promotion (doctor's degree)
Joint faculties of law and of literature and philosophy	19—20	5	Diploma h.b.s.-A, -B, gymnasium -A, -B	Candidate ex., doctoral ex. (master's degree)
Medicine	18—19	7 (dentist 5)	Diploma h.b.s. -B, gymnasium -B	Candidate ex., doctoral ex. (doctorandus' degree), physician ex., dentist ex., promotion (doctor's degree)
Mathematics and physics	18	7, 8	Diploma h.b.s. -B, gymnasium -B	Candidate ex., doctoral ex. (doctorandus' degree), pharmaceutical chemist ex., promotion (doctor's degree)

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Name of certificates, diplomas sor degrees granted at completion of course
Joint faculties of mathematics and physics and of literature and philosophy	18—19	6	Diploma h.b.s.-B, gymnasium -B (also diploma h.b.s.-A and gymnasium -A for social geography)	Candidate ex., doctoral ex. (doctorandus' degree)
Literature	19	7, 8	Diploma gymnasium -A	Candidate ex., doctoral ex. (doctorandus' degree), promotion (doctor's degree)
Economics	18—19	7, 8	Diploma h.b.s.-A, -B, gymnasium-A, -B	Propaedeutic ex., candidate ex., doctoral ex. (doctorandus' degree) promotion (doctor's degree)
Veterinary medicine	18—19	6	Diploma h.b.s.-B, gymnasium -B, agricultural high school	Candidate ex., doctoral ex. (doctorandus' degree), veterinary surgeon ex., promotion (doctor's degree)
Political and social sciences	18—19	6	Diploma h.b.s.-A, -B, gymnasium -A, -B	Candidate ex., doctoral ex. (doctorandus' degree), promotion (doctor's degree)

(Footnotes for Table 67)

1 In addition there were 274 assistant teachers and student teachers in 1938/39, and 278 in 1948/49.

2 In addition, there were 1,221 assistant teachers and student teachers in 1938/39, and 1,799 in 1948/49.

3 In addition, there are courses in elementary education for persons not within the scope of the compulsory education law, with the following numbers of part-time teachers and students: 1938/39: 713 (98 female) teachers; 10,044 (2,814 female) students; 1948/49: 285 (44 female) teachers; 4,031 (1,542 female) students.

4 Including a number of unpaid supernumerary teachers in 1938/39, but excluding teachers for special subjects, of whom there were: 790 (537 female) in public schools and 2,131 (1,787 female) in private schools in 1948/49.

5 Excluding teachers for special subjects, of whom there were 461 (240 female) in public schools and 1,000 (555 female) in private schools in 1948/49.

6 Including gymnasiums, lyceums, high schools, junior seminaries, and high schools for girls.

7 Including part-time teachers.

8 All students were part-time. The numbers of teachers in these schools are included in the numbers of teachers in elementary and secondary technical schools.

9 Including elementary technical day schools, industrial schools, and students in the apprenticeship system; and in 1948/49 also 6 schools for deep-sea fishing and inland navigation, with 358 students. In addition, there are technical evening schools, part-time courses, etc., with the following numbers of part-time teachers and students: 1938/39: 2,715 (3 female) teachers; 44,239 (286 female) students; 1948/49: 2,953 (3 female) teachers; 50,325 (301 female) students.

10 In addition, there are part-time courses in these subjects, with 32,613 part-time students in 1938/39 and 30,835 (1,162 female) part-time students in 1948/49.

11 In addition, there are commercial evening schools with the following numbers of part-time teachers and students: 1938/39: 1,285 (68 female) teachers; 19,433 (5,582 female) students; 1948/49: 1,095 (36 female) teachers; 15,536 (4,848 female) students.

12 In addition, there were 47,012 (in 1938/39) and 73,862 (in 1948/49) part-time students, all female.

13 Including advanced elementary technical day schools, technical high schools, schools for fine and industrial arts, schools for navigation and for marine and aircraft engineers. In addition, there were the following numbers of part-time teachers and students: 1938/39: 312 (9 female) teachers; 3,860 (88 female) students; 1948/49: 700 (16 female) teachers; 5,847 (171 female) students.

14 In addition, there were 411 (in 1938/39) and 667 (in 1948/49) part-time students, all male.

15 For priests, ministers, rabbis and missionaries.

67. Summary of School Statistics
Number of institutions, teachers and students in 1938/39 and 1948/49

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1938/39		1948/49		1938/39		1948/49	
	1938/39	1948/49	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Nursery schools and kindergartens, public	226	239	[1] 828	828	[1] 1 069	1 069	31 560	15 160	41 774	20 200
Nursery schools and kindergartens, private	2 102	2 425	[2] 4 575	4 575	[2] 5 626	5 626	181 805	88 778	247 964	121 449
Primary										
Elementary and continued elementary, public [3]	2 564	2 384	[4]10 730	[4] 4 498	[4] 9 655	[4] 4 138	357 675	171 757	314 760	149 952
Elementary and continued elementary, private [3]	4 457	4 660	[4]23 614	[4]11 057	[4]24 697	[4]11 610	785 439	385 810	850 002	414 640
Secondary										
Advanced elementary, public	242	258	[5] 1 457	[5] 197	[5] 1 603	[5] 178	39 483	17 912	42 917	19 896
Advanced elementary, private	549	648	[5] 2 267	[5] 639	[5] 3 312	[5] 877	60 099	27 665	84 618	40 175
General secondary, public [6]	145	146	[7] 5 064	[7] 971	[7] 6 255	[7] 1 351	31 543	10 920	37 871	14 018
General secondary, private [6]	173	226					34 090	8 055	52 045	15 645
Teacher training										
For nursery school and kindergarten teachers	50	75	...	...	[7] 584	[7] 348	1 104	1 104	2 778	2 778
For elementary teachers	99	93	[7] 991	[7] 294	[7] 1 006	[7] 302	5 172	2 973	7 401	4 250
For gymnastics teachers	4	5	[7] 53	[7] 6	[7] 76	[7] 7	118	41	371	176
For technical and agricultural teachers [8]	24	24	...	...	...	...	651	10	1 046	—
Technical										
Elementary technical [9]	112	168	1 436	1	1 776	2	34 584	89	63 829	252
Elementary agricultural and horticultural [10]	94	153	...	...	...	...	8 405	—	13 441	—
Commercial [11]	19	17	...	...	[7] 255	[7] 24	2 703	756	2 028	528
Elementary home economics [12]	...	...	...	...	...	...	20 951	20 951	34 962	34 962
Secondary technical [13]	33	62	203	2	449	6	6 466	440	13 192	645
Secondary agricultural and horticultural [14]	49	83	...	...	...	...	3 068	44	5 123	79
Secondary home economics	...	234	...	...	...	...	9 688	9 688	14 484	14 484
Schools for social work	4	9	...	...	...	...	431	431	1 083	1 012
Midwifery	3	3	...	...	...	...	124	124	162	162
Higher										
Universities	6	6	[7] 664	...	[7] 789	[7] 31	9 393	1 925	18 122	3 916
Other institutions	4	4	[7] 196	...	[7] 274	[7] 1	3 199	108	8 257	172
State Academy of Fine Arts	1	1	...	...	...	...	79	25	101	50
Senior seminaries [15]	82	83	[7] 478	—	[7] 318	—	3 302	—	3 188	—
Special										
For mentally handicapped children	129	170	785	404	1 273	686	12 644	4 640	21 872	8 363
For physically handicapped children	16	20	155	52	203	94	1 556	638	2 134	870

Source. Unesco questionnaire EDUC/67.
Note. Unless otherwise stated, data refer to full-time institutions, teachers and students. Full-time teachers in general secondary schools include those who teach 20 or more lessons a week; in technical schools, 25 or more lessons a week.

(See footnotes on page 268)

68. Age and Sex Distribution of Students in All Schools as at 31 December 1947

Age in years	Number of students enrolled			Percentage of students enrolled					
				By sex for each age			By age for each sex		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
All ages	**1 970 780**	**1 070 014**	**900 766**	**100.0**	**54.3**	**45.7**	**100.0**	**100.0**	**100.0**
Under 6	222 728	113 981	108 747	100.0	51.2	48.8	11.3	10.7	12.1
6	148 643	76 351	72 292	100.0	51.4	48.6	7.5	7.1	8.0
7	173 209	88 204	85 005	100.0	50.9	49.1	8.8	8.2	9.4
8	170 483	86 749	83 734	100.0	50.9	49.1	8.7	8.1	9.3
9	167 909	85 827	82 082	100.0	51.1	48.9	8.5	8.0	9.1
10	159 872	81 429	78 443	100.0	50.9	49.1	8.1	7.6	8.7
11	160 383	82 137	78 246	100.0	51.2	48.8	8.1	7.7	8.7
12	156 837	79 997	76 840	100.0	51.0	49.0	8.0	7.5	8.5
13	150 754	78 690	72 064	100.0	52.2	47.8	7.6	7.4	8.0
14	98 195	56 048	42 147	100.0	57.1	42.9	5.0	5.2	4.7
15	81 008	50 443	30 565	100.0	62.3	37.7	4.1	4.7	3.4
16	65 577	43 858	21 719	100.0	66.9	33.1	3.3	4.1	2.4
17	53 413	37 675	15 738	100.0	70.5	29.5	2.7	3.5	1.7
18	39 504	28 436	11 068	100.0	72.0	28.0	2.0	2.7	1.2
19	27 420	19 321	8 099	100.0	70.5	29.5	1.4	1.8	0.9
20	17 596	11 511	6 085	100.0	65.4	34.6	0.9	1.1	0.7
21 and over	77 249	49 357	27 892	100.0	63.9	36.1	3.9	4.6	3.1

Source. Unesco questionnaire EDUC/67.

69. Higher Education

Number of teachers, students and graduates, by faculty and by sex, in 1948/49

Faculty	Number of faculties	Teachers [1]			Students enrolled [2]			Graduates [3]		
		Total	Male	Female	Total	Male	Female	Total	Male	Female
All faculties	**38**	**1 063**	**1 031**	**32**	**26 379**	**22 291**	**4 088**	**1 844**	**1 626**	**218**
Theology	6	65	64	1	1 052	956	96	132	122	10
Law	6	100	99	1	2 625	1 879	746	336	280	56
Law and literature and philosophy (joint faculties)	(3)				650	556	94	68	59	9
Medicine	5	144	140	4	7 084	5 688	1 396	424	367	57
Mathematics and physics	5	187	178	9	2 691	2 231	460	250	201	49
Mathematics, physics, literature and philosophy (joint faculties)	(5)				738	437	301	27	19	8
Literature and philosophy	6	245	229	16	1 613	969	644	112	85	27
Economics	5	80	80	—	2 583	2 500	83	134	134	—
Veterinary medicine	1	17	17	—	435	409	26	21	21	—
Political and social sciences	2	15	15	—	443	320	123	—	—	—
Technology	1	149	149	—	5 515	5 444	71	252	250	2
Agriculture	1	61	60	1	974	925	49	88	88	—

Source. Unesco questionnaire EDUC/67.

Note. Data refer to the State universities of Groningen, Leiden and Utrecht, the Municipal University of Amsterdam, the Free University of Amsterdam and the Roman Catholic University of Nijmegen; the technical college of Delft, the agricultural institute at Wageningen, the institute of economics at Rotterdam, and the Catholic institute of economics at Tilburg.

[1] Including part-time teachers.

[2] Full-time only. The sum of students enrolled in each faculty gives a total greater than the total number of students enrolled, due to the fact that some students were entered in more than one faculty.

[3] 1947/48.

70. Higher Education
Number of students, by faculty, nationality and sex, in 1947/48

Faculty	All students enrolled			Dutch students			Foreign students		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
All faculties	**25 955**	**22 001**	**3 954**	**25 689**	**21 786**	**3 903**	**266**	**215**	**51**
Theology	1 032	933	99	1 008	911	97	24	22	2
Law	2 516	1 832	684	2 500	1 824	676	16	8	8
Law and literature and philosophy (joint faculties)	576	493	83	572	491	81	4	2	2
Medicine	7 040	5 621	1 419	6 975	5 574	1 401	65	47	18
Mathematics and physics	2 602	2 146	456	2 577	2 124	453	25	22	3
Mathematics and physics, literature and philosophy (joint faculties)	737	440	297	730	434	296	7	6	1
Literature and philosophy	1 522	928	594	1 498	915	583	24	13	11
Economics	2 609	2 526	83	2 586	2 506	80	23	20	3
Veterinary medicine	430	411	19	426	407	19	4	4	—
Political and social science	284	201	83	276	195	81	8	6	2
Technology	5 486	5 405	81	5 431	5 350	81	55	55	—
Agriculture	1 121	1 065	56	1 110	1 055	55	11	10	1

Source. Unesco questionnaire EDUC/67.
Note. Data refer to the State universities of Groningen, Leiden and Utrecht, the Municipal University of Amsterdam, the Free University of Amsterdam and the Roman Catholic University of Nijmegen; the technical college of Delft, the agricultural institute at Wageningen, the institute of economics at Rotterdam, and the Catholic institute of economics at Tilburg.

71. Public Expenditure on Education in 1947
(in thousands of gulden)

Source of revenue	Total	Central administration	Pre-school education	Primary education	Secondary education	Higher education	Other
Public School Education [1]	**142 229**	**2 577**	**4 258**	**57 487**	**39 837**	**23 984**	**14 086**
Contributions from Central Government	82 381	1 410	—	37 944	18 129	15 060	9 838
(a) From budget of Min. of Education	(79 460)	(1 410)	—	(37 944)	(16 664)	(13 661)	(9 781)
(b) From budget of Min. of Agriculture	(2 921)	—	—	—	(1 465)	(1 399)	(57)
Contributions from provincial governments	255	—	—	—	119	25	111
Contributions from local authorities	40 242	1 167	3 930	11 482	17 293	2 264	4 106
Fees	19 351	—	328	8 061	4 296	6 635	31
Interest on endowments, gifts, etc.	...	—	...	...	...	...	...
Independent School Education [1]	**207 947**	—	**[2] 4 376**	**122 631**	**75 622**	**[2] 168**	**5 150**
Subsidies or grants-in-aid from public funds	201 119	—	4 376	117 076	74 352	168	5 147
Fees	6 828	—	...	5 555	1 270	...	3
Revenue from endowments, gifts, etc.	...	—	...	...	...	...	...

Source. Unesco questionnaire EDUC/67.
Note. Official exchange rate in 1947: 2.65 gld.=U.S.$1.

[1] Excluding interest and revenue on endowments, gifts, etc.
[2] Excluding fees.

NEW ZEALAND

Total population
(estimate: mid-year 1949)
1 881 000

Provided by the Department of External Affairs, Wellington

Cultural links between Britain and New Zealand have always been particularly strong and the spirit of British education has had a powerful effect on education in the Dominion. It does not follow, however, that the English educational pattern has been rigidly imposed on New Zealand. In the hundred years of settlement it has been adapted, in some ways quite radically, to local circumstances and since the turn of the century American influence has become evident. The strongly democratic temper of New Zealand society—a product of historical, geographical and economic factors—is reflected in educational policy by the movement to give education at all levels to those who desire it. In few other countries is there closer approximation to equality of educational opportunity.

LEGAL BASIS OF EDUCATION

State education in New Zealand has its legal basis in the Education Act of 1914 which was based largely on the original Education Act of 1877. The Act provides for free, compulsory and secular education. Attendance is compulsory from the seventh birthday to the fifteenth and education is free to all who claim it until the end of the year in which they turn nineteen. The school year is about 200 days.

ADMINISTRATION AND FINANCE

The Education Act created the Education Department which distributes the funds (£11 million in 1949) voted annually for education by Parliament and which controls the inspectorate and all matters pertaining to curricula. There is, however, a considerable measure of local control through statutory boards which disburse grants received from the Department and which are the controlling authorities of the schools they administer. Each primary school has its local elected committee of parents, a statutory body charged with certain duties on behalf of education boards. The district education boards are, in turn, elected by the members of the school committees. The post-primary schools are controlled by local boards usually constituted of representatives of the parents of the pupils, of local bodies and education boards and, in the case of technical schools, of employers and employees in local industries. In some cases, there are representatives appointed by the Government.

All schools are regularly inspected by officers (inspectors of schools) who are required to advise teachers and assess their teaching efficiency.

No local rates are levied either by the municipal or local education authorities.

Available data on public expenditure for education in 1948-49 are given in table 75 on page 283.

THE PUBLIC SCHOOL SYSTEM

A useful way of outlining the school system as it now stands is to trace the career of a child as he passes through it. He may at the age of 3 enter a 'free kindergarten'. These kindergartens, relatively few at present, are outside the statutory system. They are organized by the free kindergarten associations (federated in the New Zealand Free Kindergarten Union) and are heavily subsidized from Government funds. At the age of 5 he may enter—and most children now do—either a State primary school or a private school registered with the Education Department. As already mentioned, he *must* at 7 be enrolled. In six years he will have passed through the infant classes and standards 1, 2, 3 and 4. In most cases he will be able to continue in forms 1 and 2 at the same school, but an increasing number of children, after passing standard 4, transfer to intermediate

schools which stand end-on to the post-primary system. The curriculum for primary and intermediate schools includes English, arithmetic, history, geography, art and crafts, music, nature study, physical education, woodwork and homecraft.

On completing his form 2 course, or on reaching the age of 14 years, a pupil can pass on to free post-primary education. The post-primary schools are of varying types.

There are four main groups:

1. *District high schools.* These are primary schools with a post-primary department attached, both being under the same headmaster. There are district high schools with rolls that vary from 10 to 290 and staffs from 1 to 12.
2. *Secondary schools.* These are the long-established predominantly academic high schools some of which are single-sex schools.
3. *Technical schools.* Most of these schools are co-educational, and are usually multi-purpose, but more or less biased towards technological or agricultural pursuits. In some of the smaller centres where there are no secondary schools, the technical schools offer also courses of a more academic nature.
4. *Combined schools.* These are multi-purpose schools serving all the post-primary needs of a given area.

Though post-primary schools vary in type, all post-primary pupils must include in their courses a core of studies and activities in English language and literature, social studies, general science, elementary mathematics, music, handicraft or one of the fine arts, and physical education. Moreover, all post-primary schools prepare pupils for the school certificate which, taken usually after a three-years' course, is the accepted measure of an all-round post-primary education. For this certificate a pass in English and three other subjects is required. Selection of optional subjects is made from a list of 33.

A child in a remote area far from a school or one who has some physical disability which prevents attendance at school, may enrol at the Education Department's correspondence school for both a primary and post-primary course. The roll of the correspondence school in December 1948 was 2,231, including 1,630 part-time students.

Maori children may attend the public schools, but there are also native village schools provided for their education. These schools are administered directly by the Education Department. Like public schools they cater for both races but only a twelfth of their enrolment consists of other than Maori pupils. There are also private Maori schools. They carry on the tradition of the mission schools of the early days in regarding their sphere of influence as extending far beyond the school walls. Their curriculum is basically the same as in the public schools. At the post-primary stage a Maori boy or girl may attend any post-primary school. There are also seven Maori district high schools in areas where there are large Maori populations. In addition, there are long-established denominational post-primary schools for Maoris which to some extent are maintained by scholarships provided by the Government. A few university scholarships for Maoris are awarded each year.

In New Zealand's island dependencies[1]—Cook Islands and Niue—and in Samoa, administered under trusteeship, there are mission schools as well as Government schools administered by local Education Departments. The New Zealand Education Department advises the Government on problems of native education.

For children who are handicapped mentally or physically there is special provision. Backward children are grouped in special classes of which there are 60 in the Dominion. For children who are very backward there are special centres in the four main cities. Two residential schools provide for the educational needs of deaf-and-dumb children while those with speech difficulties attend regularly one of the 24 speech clinics. Two classes have been established for children with very poor eye-sight and classes for cerebral palsied children are being organized. There are special schools and smaller homes to take care of maladjusted and delinquent children. These are administered by the Child Welfare Division of the Education Department which on educational matters is under the control of the Minister of Education. Grants from public funds are made to the New Zealand Institute for the Blind and to the New Zealand League for the Hard of Hearing.

Admission to the university is reasonably easy. A pupil may enter by passing the university entrance examination (matriculation), or, if he attends one of the larger post-primary schools, by being accredited for entrance to the university on the recommendation of the principal. Each of the four main centres—Auckland, Wellington, Christchurch and Dunedin—has a university college and there are two agricultural colleges, one in the North Island and one in the South. These six institutions make up the quasi-federal University of New Zealand. Large grants for university education are made annually through the Education Department from Government funds.

[1] Data on these territories are not included in the statistical tables which follow.

Vocational guidance centres established in the main cities are controlled by the Education Department. Their strongest link with the school system is through careers advisers who are selected teachers on the staffs of post-primary schools.

ADULT EDUCATION

Adult education activities are co-ordinated through the council for adult education, first established in 1938, which is subsidized by the Government. In cities and larger towns classes are organized by regional councils which have liaison with the university colleges or by the Workers' Educational Association. In 1938 a community centre was established as an experiment at Feilding, a country town in the North Island. It proved highly successful, and the Government has since provided funds for other centres.

The following types of adult education exist:

1. Continuation and evening classes. These are mainly evening classes run by technical and multilateral high schools, but include the Technical Correspondence School. In 1948-49 there were 83 schools or centres, taught by approximately 1,300 men and 300 women teachers, and attended by 15,809 men and 7,609 women students. About 500 of the men and 100 of the women teachers also teach full-time in secondary schools.
2. Adult education classes. These are mainly tutorial classes, 152 in number, with 24 men and 13 women teachers and 4,922 students. In addition to these classes there were 623 organized country study, drama, music, etc., groups with a total enrolment of 10,231 adults.
3. Schools of mines, of which there were seven, with 17 teachers and 199 students.
4. Private commercial colleges.

The illiteracy rate in the Dominion is practically nil. There is thus no special provision for fundamental or mass education.

PRIVATE SCHOOLS

About 87 per cent of the total school population attends the State schools. The remainder is enrolled at non-State schools, most of which are under the control of religious denominations. Private schools are required to register with the Education Department and under the terms of registration are visited regularly by inspectors of schools. The courses of study in private schools follow fairly closely those in the public schools.

SCHOOL BUILDINGS

Maintenance of school buildings is a duty of local boards using Government funds provided through the Education Department. The provision of new schools is initiated locally by the district education boards, plans and costs being checked in the Education Department and final approval being given by the Government (Cabinet).

The standard classroom measures 26 by 24 feet. Trends in primary school building are towards single-storey, open-air timber schools, with individual tables and chairs for the pupils. In large new schools there is usually provision for a library, a general purposes room, and 'walk-in' storage cupboards. In intermediate and post-primary schools there are various specialist rooms.

For primary schools, textbooks and bulletins are prepared in the Education Department and issued free. Bulletins are similarly supplied to post-primary schools but pupils purchase their own textbooks. Other teaching aids such as films, filmstrips, maps, etc., are supplied free. In addition to a grant for the purchase of library books, the Government subsidizes, on a £ for £ basis, monies raised locally for equipment such as projectors. Books are also circulated free to schools through the National Library Service.

EDUCATION AND STATUS OF TEACHERS

The minimum qualification for entry to the teaching profession is the school certificate examination. Selection committees on which the Education Department, local education board and local training college are represented interview all applicants, who are also required to pass a medical examination. The quota of entrants for each training college is determined each year by the Education Department from statistical surveys of the needs of the schools based on the existing teacher/pupil ratio (at present 1:33, not counting specialist teachers and probationary assistants.)

There are five training colleges, one of which is a residential college. Relationship with the university colleges is maintained through a board of studies of which the professor of education of the local university college is a member and which aims at co-ordinating training college and university studies. The course of training for primary school teachers extends over three years. Of this period, two years are spent at the training college, where, through study, lecture, and teaching practice, trainees cover a course that embraces education (including child psychology),

English, health and physical education, history, geography, art and crafts, music and general science. Students are also permitted to continue university studies while at the training college. The third year of training is spent as a probationary assistant in charge of a small class in a school under a headmaster. At the end of the probationary year the trainee, on the recommendation of an inspector of schools, is awarded a trained teacher's certificate which entitles him to apply for advertised vacancies in the service. Trainees who show special aptitude in one of the specialist fields, e.g., physical education, art and crafts, etc., may spend their third training year in the training college and emerge as specialist teachers.

Students who are graduates of the university and who desire to become post-primary teachers may obtain a trained teacher's certificate after a two-year course, one year in a section attached to Auckland training college and one year as probationary assistants. A number of university bursaries are also provided for intending post-primary teachers.

In the primary service salary is based on service and position held. Promotion is gained by securing a position at a higher salary, from lists of vacancies published every fortnight. From applicants for a general position the one who possesses the highest grading mark (awarded biennially by grading boards comprising inspectors of schools) must be appointed and there is a right of appeal against non-appointment. In the case of specialist positions, promotion depends on specialist qualifications, but again there is right of appeal against non-appointment.

It is a pre-requisite for promotion to certain senior positions that a teacher spend three years in a country school.

As against numerical grading in the primary service, a form of group grading obtains for post-primary teachers and appointment is largely in the hands of employing boards and principals.

The dismissal of teachers is governed by Section 82 of the Education Act which states that a teacher may be suspended and, after enquiry, dismissed for any offence involving immoral conduct or gross misbehaviour. Teachers may appeal against such dismissal.

At the end of 40 years of service (for men) and 30 years (for women) teachers may retire. Contributions for superannuation, paid at the rate of five per cent of salary or at a higher rate according to age at date of commencement of service, ensure retiring allowances. The retiring allowance paid is based on the average salary received over the last five years of service.

SCHOOL HEALTH SERVICE AND PHYSICAL EDUCATION

The school health service is under the control of the Director-General of health. School medical officers and nurses in general examine each child three times during his school career. In some areas, children in poor physical condition are recommended for a six-weeks' stay at one of the health camps which, subsidized by the Government, are semi-officially administered.

Dental supervision and treatment for primary school children are administered by dental clinics in the larger cities, and by treatment centres in charge of dental nurses. A special dental service for adolescents at post-primary schools began to operate under the provisions of the Social Security Act several years ago.

A supervisor of physical education, who is an officer of the Education Department, oversees physical education work in the schools. He has a staff of itinerant organizers. The syllabus in use is based on the 1933 English syllabus.

Physical education of adult groups is supervised, where requests for assistance are made, by officers of the physical welfare branch of the Internal Affairs Department.

YOUTH GROUPS IN EDUCATION

There are no State youth movements in New Zealand, and it has been a point of educational policy to avoid anything that savours of State regimentation of youth. What organized groups there are catering for youth outside school hours are un-standardized and diverse to the extreme. These groups are under the control of various voluntary organizations which it would be impossible to catalogue exhaustively. Prominent among them are such national bodies as the YWCA, the YMCA, the Boy Scouts, the Girl Guides, the St. John Ambulance Brigade, the Navy League, religious youth organizations of the various Church denominations, and sports clubs.

An occasion of close co-operation between youth groups and the public school system was the World Jamboree in France, 1947. Over 200 Boy Scouts, half of them attending post-primary schools below, at, or above school certificate standard, made up the group representing New Zealand youth. For the sea trips of several weeks to Europe and back, a school on board was organized. The attending problems of classroom accommodation and equipment, weather and changes of temperatures, of home-work and use of

leisure time, called for unique solutions in collaboration between the accompanying teachers and Scout leaders.

Boys' and girls' agricultural clubs, generally established in rural schools, undertake calf, lamb, pig, and chicken raising, bee-keeping, and the production of farm and garden produce. The work of these clubs is supervised by itinerant instructors, but co-operation of local residents is essential to their success. The agricultural club movement, through its district meetings, has helped to make country schools social centres.

Many young people throughout the country take part in adult education activities mentioned earlier.

SPECIAL PROBLEMS AND RECENT TRENDS

The main problems in education at present are those arising from the dramatic increase in the school population during the post-war years. At a time when smaller classes were being planned for, the intake of pupils became greater than ever before and any move to reduce the size of classes has had to be postponed. Such reduction, however, is still regarded as a major educational objective. The problem has been complicated by a shortage, general throughout the Dominion, of adolescent labour and there has been difficulty in training sufficient teachers to staff the schools.

Prominent among trends that have become discernible in recent years are the following:

1. Towards a more flexible school and class organization.
2. Towards a fuller recognition of individual differences among children.
3. Towards subject matter that has real meaning for children.
4. Towards free post-primary education for all.
5. Towards the placing of greater responsibility on teachers, particularly head teachers and principals.

POPULATION CHANGES

No territorial changes have taken place, but the composition by age groups of the population underwent changes in the last 13 years which have been sufficiently marked to cause the Education Department to pay attention to their effect on the educational system.

The total population of the Dominion increased between the 1936 census (24 March) and 1 July 1948 (Government statistician's estimates) from 1,573,800 to 1,840,300, or by 17 per cent. The number of births rose from the four-year average (1932 to 1935) of 27,360 to the four-year average (1946 to 1949) of 48,880; this represents an increase of 78 per cent in a period of 13 years. The crude birth rate of New Zealand increased from 17.3 in 1937 to 25.5 in 1948; the present rate is exceeded by that of Canada (26.8), it is equal to that of the Netherlands (25.3) and it is higher than that of the United States (24.4), Italy (21.6), France (20.8), Denmark and Norway (20.3) and the United Kingdom (18.1). The figures compiled by the United Nations Statistical Office (*Monthly Bulletin of Statistics*, June 1949, table 3) indicate that, in comparison with some European countries, the post-war peak in the crude birth rate shows as yet little signs of falling off in New Zealand.

This development has led to changes in the numbers of children and adolescents of school ages between 1936 and 1948 which are summarized in the tables below.

The increase in the youngest age group has already caused markedly higher enrolments in infant classes and the lower standards.

A special feature has been the development of the Maori population. The increase in the birth rate had set in earlier, with different effects on the changes of age composition of Maori children and adolescents.

	1936	1948	Increase	Decrease
Total population				
Five-year age group 5 to under 10 years	140 990	168 950	27 960=20%	
Four-year age group 10 to under 14 years	115 670	109 000		6 670=6%
Four-year age group 14 to under 18 years	113 430	106 900		6 530=6%
Thirteen-year age group 5 to under 18 years	370 090	384 850	14 760=4%	
Maori population only				
Five-year age group 5 to under 10 years	12 605	16 350	3 745=13%	
Four-year age group 10 to under 14 years	8 380	11 600	3 220=14%	
Four-year age group 14 to under 18 years	6 640	10 425	3 785=16%	
Thirteen-year age group 5 to under 18 years	27 625	38 375	10 750=14%	

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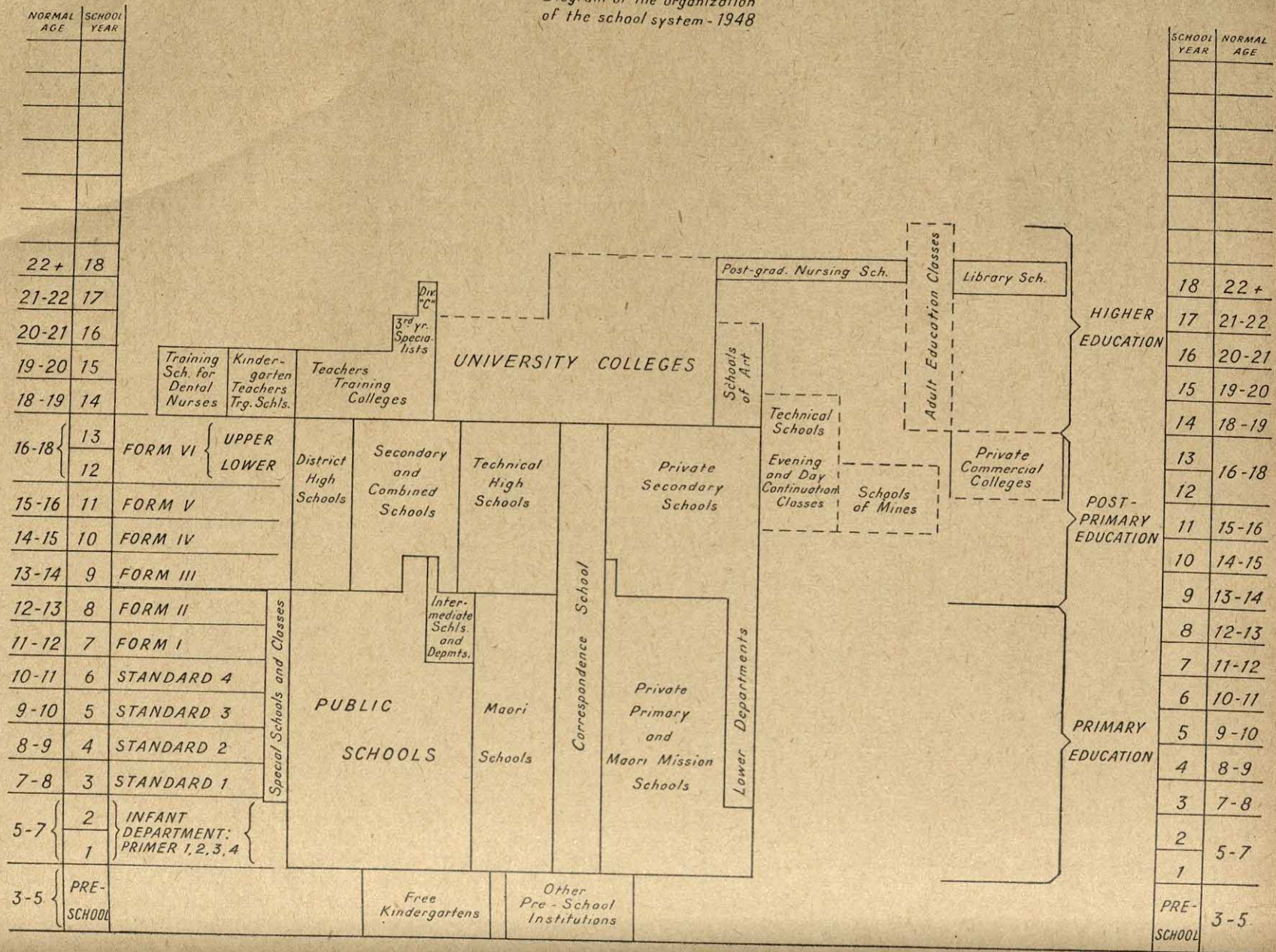
NEW ZEALAND

Diagram of the organization of the school system - 1948



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Nursery play centres	2	1		None
Play centres	2	1		None
Kindergartens	3	1—2		None
Primary Education				
Primary schools	5	8		Primary school certificate
Contributing schools [1]	5	6		None
Intermediate schools and depts. of secondary schools	11	2—3	Primary schools (6 years) or contributing schools (6 years)	Primary school certificate
Maori schools	5½	8		Primary school certificate
Correspondence school	5	8		Primary school certificate
Secondary Education				
Academic high schools	13	3—6	Primary and Maori (8 years) Intermediate (2 years) or correspondence (8 years)	School certificate (3-4 years) University entrance (4-5 years) Endorsed school certificate Higher school certificate (5-6 years)
Technical high schools	13	2—4		
Multilateral high schools	13	3—6		
Correspondence school	13	3—6		
Schools of fine arts	15			
Higher Education				
(a) Non-degree-granting colleges:				
Teachers' training colleges	17—18 [2]	2	Secondary (4-5 years)	Trained teacher's certificate
Training school for dental nurses	17—18	2	Secondary (4-5 years)	Certificate of proficiency in school dental nursing
Post-graduate nursing school	25—35	8 months	Entry restricted to registered nurses	Post-graduate nursing diploma
Kindergarten teachers' training schools	18 plus (min. 17)	2	Secondary (4-5 years)	Kindergarten teacher's diploma
New Zealand library school		1	University degree or equivalent	Diploma
(b) Degree-granting colleges, universities and higher schools: University of New Zealand: Faculties, departments and schools of:				
Art	18—19	3—4	Secondary schools (4-5 years)	Bachelor /master of arts (B.A. /M.A.) [3]
Science	18—19	3—4	Secondary schools (4-5 years)	Bachelor /master of science (B.Sc. /M.Sc.) [3]
Law	18—19	5	Secondary schools (4-5 years)	Bachelor /master of law (LL.B. /LL.M.) [3]
Commerce	18—19	5	Secondary schools (4-5 years)	Bachelor /master of commerce (B.Com. /M.Com.) [3]
Music	18—19	3—4	Secondary schools (4-5 years)	Bachelor of music /and honours (Mus.B. /Mus.B.) (Hon.) [3]
Engineering	18—19	4—5 [4]	Secondary schools (4-5 years)	Bachelor of engineering (civil, mech., etc.) (B.E.) [3]
Mining and metallurgy	18—19	4—5	Secondary schools (4-5 years)	Bachelor of engineering (mining, metallurgical) (B.E.) [3]
Architecture	18—19	5—6	Secondary schools (4-5 years)	Bachelor of architecture (B.Arch.)

[1] Primary schools are called mixed schools when they provide classes including Forms I and II; they are called contributing schools when their pupils move after the sixth year to intermediate schools to attend Forms I and II.

[2] Only university graduates may enrol in training courses for post-primary teaching.

[3] In addition to degrees listed the following doctor degrees may be granted to graduates holding a master's degree (or equivalent) after a period of advanced study for original published work: doctor of literature (Litt. D), doctor of laws LL.D), doctor of science (D. Sc.), doctor of philosophy (Ph. D.), doctor of music (Mus. D.)

[4] Honours courses, B. E. (Hons.), take one additional year.

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Medicine	18—19	6	Secondary schools (4-5 years)	Bachelor of medicine (M.B.), bachelor / master of surgery (CH.B., CH.M.), bachelor /master of medical science (B.Med.Sc., M.Med.Sc.), doctor of medicine (M.D.)
Dentistry	18—19	5	Secondary schools (4-5 years)	Bachelor /master of dental surgery (B.D.S. /M.D.S.), doctor of dental surgery (D.D.S.)
Home science	18—19	4	Secondary schools (4-4 years)	Bachelor /master of home science (B.H.Sc. /M.H.Sc.)
Divinity	Post-graduate	2	University graduate only	Bachelor of divinity (B.D.)
Public administration . . .	Post-graduate	2	University graduate only	Diploma in public administration (D.P.A.)
Physical education	18—19	3	Secondary schools (4-5 years)	Diploma in physical education
Agriculture	18—19	4	Secondary schools (4-5 years)	Bachelor /master of agricultural science (B.Agric. /M.Agric.) diplomas in agriculture, horticulture, farm management
Fine arts (from 1950)	18 plus	3	Secondary schools (4-5 years)	Diploma in fine arts (Dip. fine arts)
Social science (from 1950) . .	Post-graduate	2		

72. Summary of School Statistics
Number of institutions, teachers and students in 1937 and 1948

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1937		1948		1937		1948	
	1937	1948	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Free kindergartens, private [1]	36	82	...	...	...	...	1 687	...	3 462	1 719
Primary										
Primary public [2]	2 541	2 096	6 688	3 956	7 724	4 256	213 512	102 330	236 906	114 081
Primary, private	331	313	1 041	907	1 042	898	27 507	14 283	32 793	16 976
Secondary education										
Academic high-schools [3]	29	28	515	238	692	353	12 255	6 066	14 002	7 217
Multilateral schools	114	145	635	247	1 187	427	14 113	6 794	24 352	11 819
Private high-schools	62	83	358	204	498	286	5 595	2 942	9 748	5 322
Teacher training										
Teachers' training colleges	4	5	46	10	77	22	1 344	815	1 875	1 072
Kindergarten teachers' training schools, private	4	4	6	6	8	8	...	...	119	119
Technical										
Technical high schools	12	11	284	107	397	151	6 607	2 945	7 211	3 149
Nursing [4]	2	2	...	...	23	18	117	117	252	252
Librarianship	—	1	—	—	1	1	—	—	25	16
Higher										
University colleges [5]	6	6	[6] 171	15	445	49	1 945	513	4 917	1 093
Special										
For blind, deaf, backward and maladjusted children	4	7	26	18	44	35	366	116	518	213

Source. Unesco questionnaire EDUC/67.

[1] Schools aided from public funds only. In addition, there were in 1949 a total of 144 play centres with 3,423 pupils enrolled.

[2] Including primary and 'contributing' schools, intermediate schools and departments, Maori schools, and pupils enrolled for a primary course at the Education Department's correspondence school.

[3] Including 2 schools of fine arts, one of which was attached to a university college; also including pupils enrolled for a post-primary course at the Education Department's correspondence school.

[4] Including a training school for school dental nurses and a post-graduate nursing school.

[5] University colleges at Auckland, Wellington, Christchurch and Dunedin, together with 2 agricultural colleges, make up the quasi-federal University of New Zealand.

[6] School year 1938.

73. Age-Sex Distribution of Students in primary and secondary schools on 1 July 1948

Age in years	Students enrolled [1]								
	Number			Percentage					
				By sex for each age			By age for each sex		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
All ages	**327 405**	**167 556**	**159 849**	**100.0**	**51.2**	**48.8**	**100.0**	**100.0**	**100.0**
Under 6	28 908	14 796	14 112	100.0	51.2	48.8	8.8	8.8	8.8
6	36 198	18 375	17 823	100.0	50.8	49.2	11.1	11.0	11.1
7	36 601	18 671	17 930	100.0	51.0	49.0	11.2	11.1	11.2
8	32 975	16 978	15 997	100.0	51.5	48.5	10.1	10.1	10.0
9	29 858	14 980	14 878	100.0	50.2	49.8	9.1	8.9	9.3
10	28 792	14 595	14 197	100.0	50.7	49.3	8.8	8.7	8.9
11	27 394	13 841	13 553	100.0	50.5	49.5	8.4	8.3	8.5
12	26 206	13 362	12 844	100.0	51.0	49.0	8.0	8.0	8.0
13	25 835	13 242	12 593	100.0	51.3	48.7	7.9	7.9	7.9
14	24 725	12 671	12 054	100.0	51.2	48.8	7.6	7.6	7.5
15	14 871	7 844	7 027	100.0	52.7	47.3	4.5	4.7	4.4
16	8 119	4 329	3 790	100.0	53.3	46.7	2.5	2.6	2.4
17	3 930	2 223	1 707	100.0	56.6	43.3	1.2	1.3	1.1
18	1 453	786	667	100.0	54.1	45.9	0.4	0.5	0.4
19	625	233	392	100.0	37.3	62.7	0.2	0.1	0.2
20	304	156	148	100.0	51.3	48.7	0.1	0.1	0.1
21 and over	611	474	137	100.0	77.6	22.4	0.2	0.3	0.1

Source. Unesco questionnaire EDUC/67.

[1] Including teachers' traininge olleges, but excluding higher education.

74. Higher Education
Number of university teachers and graduates, by faculty and by sex, in 1948

Faculty, department or school	Number of faculties	Teachers [1]			Graduates [2]		
		Both sexes	Male	Female	Both sexes	Male	Female
All faculties	**31**	**445**	**396**	**49**	**1 390**	**1 102**	**288**
Arts	4	137	120	17	[3] 530	[3] 345	[3] 185
Science	4	99	87	12	345	286	59
Law	4	6	6	—	78	77	1
Commerce	4	6	5	1	[4] 118	[4] 113	5
Music	3	8	6	2	[5] 9	[5] 6	[5] 3
Engineering	2	34	34	—	72	72	—
Mining and metallurgy	1	6	6	—	7	7	—
Architecture	1	13	12	1	4	4	—
Medicine	1	36	33	3	111	96	15
Dentistry	1	12	12	—	42	41	1
Home science	1	12	1	11	18	—	18
Divinity [6]	1	—	—	—	4	4	—
Public administration	1	3	3	—	[7] 13	[7] 13	—
Physical education	1	3	2	1	—	—	—
Agriculture	2	70	69	1	39	38	1

Source. Unesco questionnaire EDUC/67.

[1] Full-time teachers. In addition, there were 170 (10 female) part-time teachers in all faculties, departments and schools.
[2] Numbers who passed final degree examinations conducted by the University of New Zealand. In addition, the following doctorates (all male) were conferred in 1948: doctor of literature, 1; doctor of medicine, 2; doctor of dental surgery, 2.
[3] In addition, 16 (5 female) students received diplomas in education and 8 students (male) received diplomas in journalism, awarded by the University of New Zealand.
[4] In addition, 11 students (male) received diplomas in banking awarded by the University of New Zealand.
[5] In addition, 11 (4 female) students received diplomas in music awarded by the University of New Zealand.
[6] All teachers in the school of divinity are part-time.
[7] College diploma passes at examination conducted by a university college.

75. Public Expenditure on Education: 1948/49
(In New Zealand pounds)

Source of revenue	Total	Central administration	Pre-school and primary education	Secondary education	Higher education	All other
Public School Education:						
Contributions from Central Government	10 072 342	401 237	6 008 890	2 426 856	586 432	[1] 648 927
(a) From budget of Min. of Education	8 597 817	401 237	5 090 221	1 964 137	521 432	620 790
(b) From budget of all other Ministries	1 474 525	—	918 669	462 719	65 000	28 137
Contributions from provincial or State Governments	...	...	...	...	...	...
Contributions from local authorities	8 000	—	—	—	8 000	—
Fees	—	—	—	—	—	—
Interest on endowments, gifts, etc.	48 900	—	—	48 900	—	—
Independent School Education						
Subsidies or grants-in-aid from public funds	939 655	—	81 608	26 372	831 675	—
Fees	229 816	—	—	—	229 816	—
Revenue from endowments, gifts, etc.	86 385	—	—	—	86 385	—

Source. Unesco questionnaire EDUC/67.
Note. Official exchange rate in 1948: NZ£=U.S.$3.97.

[1] Including £382,388 for child welfare, and £114,588 for national library service.

NORWAY

Total population
(estimate: mid-year 1949)
3 233 000

76. Summary of School Statistics
Number of institutions, teachers and students in 1935/36 and 1946/47

Type of education and kind of school	Institutions		Teachers				Students			
			1935/36		1946/47		1935/36		1946/47	
	1935/36	1946/47	Total	Female	Total	Female	Total	Female	Total	Female
Primary										
Rural, public	5 890	5 149	10 531	4 233	8 673	3 030	369 861	...	[1] 234 568	...
Urban, public		151			2 450	1 500			59 972	29 380
Private	...	39	...	...	89	47	...	...	1 343	781
Higher primary	...	84	...	...	266	55	...	...	5 258	3 130
Continuation, urban and rural	374	456	935	...	569	...	11 005	5 352	9 446	5 237
Secondary										
Examination, public	118	...	1 798	497	1 820	391	29 136	12 424	35 533	16 321
Examination, private		...			97	35			1 615	755
Without examination		...			401	59			7 535	2 933
Teacher training										
Normal, public	7	8	71	17	90	17	215	84	1 152	502
Normal, private	3	1	32	11	9	2	101	40	297	200
Vocational and technical										
Public	...	432	...	...	199	...	...	...	5 679	3 581
Higher										
Universities	1	1	214	...	[2] 666	[2] 49	3 905	...	6 209	1 519
Other	8	...	237	...			1 469	...	2 352	
Special										
For blind, deaf and mute	...	...	...	...	168	84	...	...	1 018	391

Source. Bureau International d'Education, *Annuaire International de l'Education et de l'Enseignement 1939*, Geneva, 1939, and Kirke-og Undervisningsdepartementet, [1]*Skolestatistikk 1946/47*, Oslo, 1951.
Note. Unless otherwise stated data refer to full-time teachers and total enrolment.

[1] At the end of school year.
[2] 1947.

PANAMA

Total population
(estimate: mid-year 1949)
764 000

Based on printed sources

ADMINISTRATION

The Minister of Education has charge of all official education in Panama. The chief permanent official is the Director-General of Education, under whom there are separate departments for primary, secondary and special education and for school supplies.

The country is divided into a number of school provinces, in each of which the central authority is represented by a supervisor and a staff of inspectors.

ORGANIZATION OF THE SCHOOL SYSTEM

Pre-school education is optional, and is given in kindergartens developed mainly by private initiative.

Primary education is free and compulsory for children from 7 to 15 years of age. The primary school course is of six years' duration, and the final certificate confers the right to enrol in a secondary school. Not all schools give the full six-year course; those with fewer classes are known as incomplete schools.

The secondary school course lasts for six years, divided into two cycles of three years each. The lower cycle is of a general or exploratory nature, common to all schools; in the second cycle there is specialization leading to the final certificate (bachelor) in letters or science which is required for university entrance. Parallel to the second cycle are the professional courses given by normal schools (leading to a teacher's certificate), by commercial schools and by the school of nursing.

A number of institutions provide vocational education at a post-primary level, and there is a tendency to include practical or vocational courses in the curriculum of primary schools serving rural areas.

Higher education is provided by the National University of Panama, an autonomous, State-aided institution. For admittance the bachelor certificate is a general requirement, but graduates of normal, commercial and vocational schools are also admitted to faculties related to their earlier studies. The university comprises faculties of: philosophy, letters and education, medicine, public administration and commerce, science, law.

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77. Summary of School Statistics
Number of institutions, teachers and students in 1937/38 and 1946/47

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1937/38		1946/47		1937/38		1946/47	
	1937/38	1946/47	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Public	7	20	33	33	65	65	963	503	1 719	852
Private	7	34	...	...	25	24	398	219	1 461	782
Primary										
Public	607	817	2 065	1 596	3 093	2 541	59 798	28 880	87 530	42 039
Private	59	67	...	...	212	150	4 587	2 138	6 215	3 190
Secondary										
Public	10	14	207	68	383	185	2 750	1 437	4 664	2 401
Private	13	...	...	...	...	...	1 310	607	...	...
Teacher training										
Normal courses [1]	—	—	—	—	—	—	...	...	406	300
Vocational and technical										
Commercial	...	23	...	...	143	85	...	...	3 370	2 298
Vocational	...	35	...	...	108	70	...	...	3 991	2 498
Higher										
Universities	1	1	22	2	71	9	263	85	977	413

Source. Ministerio de Educación, Departemento de Estadística, Personal y Archivos, *Estadística Cultural, año escolar 1946/1947.* Panama 13.5.47.

[1] The normal courses are given in secondary public schools.

78. Age Distribution of Students
in public primary schools, as of 31 July 1947

Age	Students enrolled	
	Number	Per cent
Total all ages	**91 255**	**100.0**
5 years	80	0.1
6	1 510	1.7
7	10 982	12.0
8	12 078	13.2
9	12 697	13.9
10	12 592	13.8
11	11 532	12.6
12	10 556	11.6
13	8 378	9.2
14	5 822	6.4
15	3 122	3.4
16	1 257	1.4
17	484	0.5
18	155	0.2

Source. *Estadística cultural—año escolar 1946/47.* Panama, 13.5.47.

PARAGUAY

Total population
(estimate: mid-year 1949)
1 304 000

Based on printed sources

ADMINISTRATION

The Minister of Justice, Worship and Public Instruction controls the school system either directly or through various administrative councils. Some institutions do not fall within this pattern: the National University, which is practically autonomous, and the agricultural schools, depending on the Ministry of Agriculture.

The National Council of Education, nominated by the Minister of Public Instruction, exercises general supervision over primary education and teacher training. It maintains three sets of inspectors—for the capital, the provinces and private schools—with the duty of ensuring that the Council regulations are carried out. This Council is also charged with appointing principals of primary and normal schools.

Secondary and commercial education is similarly supervised by the Directive Council of Instruction, a body composed of appointed members and the principals of the main State secondary schools.

ORGANIZATION

Primary schools are classified as inferior (ungraded rural schools), intermediate and superior. School attendance is compulsory until the completion of the fourth class, or until the child reaches 14 years of age; but the law cannot be strictly enforced because of school shortages. The inferior primary schools give a three-year course devoted mainly to the 3 R's and Spanish. Urban primary schools have a six-year cycle—the first four classes making up the intermediate course, the last two being designed as a bridge to secondary education. While most primary schools are run by the State, private secondary schools also maintain preparatory departments.

Secondary schools accept pupils from the fifth primary class who pass a special entrance examination. The course consists of two cycles—a five-year cycle leading to the bachelor in science or letters certificate, and a final pre-university year. Approximately half of the academic secondary schools *(colegios)* are State-run and the others are denominational. A number of commercial schools provide courses at the secondary level, with a curriculum biased towards vocational subjects.

Teachers are trained in State and private normal schools whose courses are at the secondary level. The lower normal schools *(escuelas normales de maestros)* take students who have completed the sixth primary class, and give them a four-year course. Some of the normal schools also provide preparatory classes for the benefit of students from rural primary schools. Graduates of the lower normal schools are eligible for appointment in any type of primary school.

A further three-year course is given by the *escuelas normales de professores* in training secondary school teachers. The course consists of general subjects, psychology and pedagogy and practice teaching.

Higher education is given in the schools and faculties of the National University, in the school of philosophy, sciences and education, and in the school of social work. Fields covered are law and social sciences, medicine, mathematical and physical sciences, economic sciences, dentistry, chemistry and pharmacology, philosophy and letters, natural sciences, education, dietetics, nursing.

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79. Summary of School Statistics
Number of institutions, teachers and students in 1936 and 1947

Type of education and kind of school	Institutions		Teachers		Students enrolled	
	1936	1947	1936	1947	1936	1947
Primary						
Public	...	1 270	2 591	5 290	[1] 111 349	142 446
Private	...	54	...	215	...	6 357
Secondary						
Public	2	...	...	178	1 132	1 229
Private	3	...	...	328	465	1 864
Teacher training						
Normal, public	7	...	...	...	591	...
Vocational and technical						
Commercial	...	...	...	260	...	3 452
Vocational	...	116	...	...	...	1 721
Higher						
Universities	1	1	...	165	...	1 221

Source. Dirección General de Estadística, *Anuario Estadístico de la República del Paraguay, 1946-47.* Asunción, 1948. Bureau International de l'Education, *Annuaire International de l'Education et de l'Enseignement, 1939.* Geneva, 1939.

[1] Excluding primary pupils in classes attached to normal schools.

80. Higher Education
Number of teachers and students, by faculties, in 1947

Faculty	Teachers	Students enrolled
All faculties	**165**	**1 221**
Law and social science	18	325
Physical and mathematical sciences	20	116
Economic science	20	168
Medicine	36	368
Dentistry	35	100
Chemistry and pharmacy	36	144

Source. Dirección General de Estadística. *Anuario Estadístico de la República del Paraguay, 1946-47.* Asunción, 1948.

PERU

Total population
(estimate : mid-year 1949)
8 240 000

81. Summary of School Statistics
Number of institutions, teachers and students in 1937 and 1948

Type of education and kind of school	Institutions		Teachers				Students			
			1937		1948		1937		1948	
	1937	1948	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Kindergartens, public	3	91	18	...	[1] 272	272	850	473	13 841	7 097
Kindergartens, private	—	7	—	—	...	...	—	—	785	440
Primary										
Elementary, private	380	1 217	...	...	[1] 1 089	...	46 186	23 141	114 920	57 236
Elementary, public [2]	4 005	9 348	8 043	...	[1]17 566	...	425 781	159 143	848 348	330 087
Higher primary, public	659		787	...		...	40 436	13 887		
Complementary	31		63	...		...	1 550	48		
Secondary										
Public	41	109	1 053	...	[1] 2 306	557	13 488	3 358	40 496	11 808
Private	103	114	...	...	[1] 2 317	1 121	8 118	2 807	20 215	10 430
Teacher training										
Normal, public	13	34	84	...	...	...	956	542	1 966	1 205
Normal, private	1	2	...	...	...	...	496	...	272	162
Vocational and technical										
Public and private	83	206	...	...	...	...	7 106	3 681	26 965	7 958
Higher										
Universities	5	5	...	...	...	...	3 177	...	[3] 13 960	3 395
Other	2	2	...	...	...	...	412	...	1 611	24
Special										
For handicapped children, public	—	15	—	—	...	...	—	—	3 431	1 291

Source. Direccion Nacional de Estadística: *Boletin Informativo No. 5, Estadísticas de Educación, prensa y bibliotecas*, Lima; *Anuario Estadístico del Peru 1947*, Lima 1949. Bureau International d'Education, *Annuaire International de l'Education et de l'Enseignement, 1939*, Geneva, 1939.

[1] 1947.
[2] Excluding night schools.
[3] Excluding students enrolled at the University of Cuzco, estimated at 800.

82. Higher Education
Number of faculties, students enrolled and diplomas granted in 1946

Faculty	Number of faculties	Students enrolled		Diplomas granted
		Total	Female	
All faculties	...	**11 555**	**2 358**	**1 443**
Arts	4	1 512	359	49
Pedagogy	2	1 082	524	65
Law	4	1 055	54	249
Science [1]	3	3 026	505	88
Economy, commerce, banking	4	1 258	148	86
Odontology	1	284	21	31
Pharmacy	1	337	228	30
Medicine	1	1 566	241	188
Chemistry	1	353	44	13
Veterinary medicine	1	70	—	1
Engineering	1	104	2	10
Journalism	1	151	75	—
Other [2]	...	757	157	...

Source. Dirección Nacional de Estadística. *Anuario Estadístico del Perú, 1946*, Lima, 1948.
Note. Data refer to Universidad National Mayor de San Marcos, Universidad National de la Libertad, de Arequipa, del Cusco and Pontifica Universidad Católica.

[1] Including medicine, pharmacy, chemistry, dentistry, veterinary medicine, mathematics, physics, etc.

[2] University of Cuzco, not distributed by faculties.

PHILIPPINES

Total population
(estimate: mid-year 1949)
19 498 000

Prepared by the Department of Foreign Affairs, Manila

LEGAL BASIS OF EDUCATION

The most important legal basis of Philippine education is found in Article XIV, Section 5, of the Constitution of the Republic, which reads:

'All educational institutions shall be under the supervision of and subject to regulation by the State. The Government shall establish and maintain a complete and adequate system of public education, and shall provide at least free public primary instruction, and citizenship training to adult citizens. All schools shall aim to develop moral character, personal discipline, civic conscience and vocational efficiency, and to teach the duties of citizenship. . . .

Other legal bases may be found in a series of legislative Acts, the first and most important of which was Act No. 74 of the Philippine Commission (21 January 1901), now incorporated in the Revised Administrative Code of the Philippines. This Act laid the foundations of the Philippine public school system and made English the language of instruction. Act No. 3377 (Vocational Education Act of 1927) of the Philippine Legislature, as amended by Act No. 3740 and Republic Acts No. 175 (20 June 1947) and 364 (9 June 1949) and the other Acts, laid the basis for vocational education in the public schools and made provision for its support.

In 1940, Commonwealth Act No. 586 permitted the shortening of the elementary curriculum to six years and nationalized the support of elementary schools, except intermediate classes in chartered cities. The University of the Philippines is governed by a charter first embodied in Act No. 1870 of the First Philippine Legislature enacted in 1908 and amended by a series of legislative enactments since then. In 1917, by Act 2706 of the Philippine legislature, private schools were placed under the control and supervision of the Secretary of Public Instruction (now Education).

EDUCATIONAL ADMINISTRATION AND FINANCE

ADMINISTRATION AND SUPERVISION

The Philippine public school system is a big Government enterprise which, excluding the faculties and the enrolment of the University of the Philippines, involves some 70,000 teachers and 4 million children in elementary, secondary, vocational and normal schools. Its administration and supervision are entrusted to the General Office and the field superintendents of the Bureau of Public Schools. In general, this highly centralized system follows the pattern of the line-and-staff type of organization. At the head of the Bureau is the directorate, which is one of great responsibility and influence. Assisting the directorate in the general office are the administrative officer, the promotional staff consisting of six divisions and the administrative staff consisting of five divisions. A number of general office supervisors for various levels and special subjects supervise schools in the provinces and cities in the name of the director of public schools.

Directly responsible to the directorate in the administration and supervision of schools in their respective provinces and cities are division or city superintendents each of whom is assisted by a staff of division supervisors and clerks. In each school division there are secondary schools, administered and supervised by principals; elementary school districts, administered and supervised by district supervisors or supervising principals; and, in some cases, a two-year normal school on the college level under the charge of a principal. Each district consists of one or more municipalities each having a central school and big barrio[1] schools, run by elementary principals, and small rural schools supervised by the district supervisors.

There are some special schools for teacher-training

[1] Barrio: municipal district, usually a village or settlement.

and technical and agricultural education which are run by school superintendents for the Director of Public Schools.

FINANCE

The National Government usually spends about one-third of its total income for the support of public education—more than for any other branch of the Government service.

In accordance with the provisions of Commonwealth Act No. 586, otherwise known as the Educational Act of 1940, public elementary education (primary and intermediate instruction) is supported by the National Government, with the exception of intermediate classes of chartered cities. This commenced with the school year 1940-41. Previously, the National Government supported only public primary education, while intermediate education was supported by the respective municipalities and chartered cities.

For the proper financing of public elementary education, certain percentages of taxes accruing to the National Government are earmarked for this purpose as provided in Section 8 of the Commonwealth Act No. 586.

Public secondary education in the Philippines is more or less maintained and operated under a self-supporting basis. This means that tuition fees are collected from the students for the purpose of financing secondary education. In some instances the local governments (provinces, cities and municipalities) extend annual aid for the support of their secondary schools. Tuition fees range from Pesos 15 to 120 per school year. Schools that are entirely self-supporting naturally charge higher tuition fees than others. The National Government appropriates yearly funds for some agricultural and vocational schools. It also makes available national aid to provincial secondary agricultural, rural, farm and trade schools.

The following schools above the secondary level are supported by the National Government: (a) Philippine Normal school; (b) Pangasinan Normal school; (c) Philippine School of arts and trades; (d) Cebu School of arts and trades; (e) Iloilo School of arts and trades; and (f) Philippine School of commerce. The Philippine School of commerce also operates night classes entirely supported through tuition fees collected from the students. Other schools on the collegiate level supported by both the National Government and provincial governments are: (a) Albay Normal school; (b) Cebu Normals chool; (c) Ilocos Norte Normal school; (d) Iloilo Normal school; (e) Leyte Normal school; and (f) Zamboanga Normal school.

During times of real need, parent-teacher associations all over the country have helped their respective schools to an appreciable extent in providing sites and buildings, some equipment and supplies, and other school facilities.

Data for the fiscal year 1948-49 will be found on page 301.

ADMINISTRATION, SUPERVISION AND FINANCING OF VOCATIONAL EDUCATION

Vocational Education Division. This division in the General Office of the Bureau of Public Schools has superintendents of agricultural instruction, of arts and trades, supervisors of vocational and elementary agriculture, of trade and industrial education, and of home economics charged with the duties of advising the director of public schools in matters relating to the administration, supervision and financing of vocational schools. They also supervise vocational schools, generally vocational courses in the high schools, and pre-vocational activities in the elementary grades, making recommendations to local vocational superintendents and division superintendents of schools for the improvement of this instruction.

National Regional Schools of agriculture and of arts and trades are directly administered by a superintendent with the assistance of a principal whose main duty is to supervise instruction and co-ordinate various phases of practical work. These schools are financed entirely from national funds. The Philippine School of commerce is the only school of its kind under the Bureau of Public Schools. It is administered and supervised by a superintendent of commercial education with the assistance of a registrar, and is financed from national funds.

Provincial Agricultural and Trade Schools. These schools are directly administered by a principal who is responsible to the division superintendent of schools. These schools are financed partly from national funds and partly from provincial allotments.

THE UNIVERSITY OF THE PHILIPPINES

This University is administratively separate from the public school system above described. Its governing body is a Board of Regents, whose *ex officio* chairman is the Secretary of Education. The University Council under the president of the University is composed of instructional personnel with at least the rank of assistant professor, and acts on matters relating to curricula, discipline, standards, etc. The University is financed with national funds appropriated

annually by Congress, income from land grants, and tuition and other fees.

ORGANIZATION OF THE PUBLIC SCHOOL SYSTEM

The Philippine public educational system includes instruction on the elementary, secondary, and collegiate levels. Instruction starts in the lowest primary grade for 7-year-old children. Completion of the four-year primary course is compulsory for children desiring admittance in public elementary schools (primary and intermediate).

Schools concerned with secondary education are the general high schools, secondary trade schools, agricultural high schools, rural high schools, national agricultural schools (the secondary curricula of the last three types are the same; but they differ slightly as to source of support) and secondary normal school. All types offer four-year courses and admit only elementary school graduates, but secondary trade schools also offer a two-year curriculum with short-term courses. National agricultural schools also admit high-school graduates in courses above the secondary level.

The special school for handicapped children is the school for the deaf and dumb, which gives instruction from the elementary through the high school.

Two-year courses on the collegiate level are offered in the regional normal schools,[1] in the national schools of arts and trades, in the national agricultural schools, and the Philippine School of commerce.

The student who desires a collegiate education normally goes through the elementary school in six years, enters the high school at the age of 13, and leaves it in four years. At 17, he enters any of the vocational and technical schools or the university and takes his choice among two- to seven-year courses, of which those in medicine, law, education, and business in the University of the Philippines require preparatory course of two years.[2]

Graduate courses in the State university lead to the degrees of Master of Arts, Master of Science, Master of Arts in Education, Master of Public Health, and Master of Education.

[1] There is also a three-year course offered in the Philippine Normal school, Manila—the combined home economics and general normal curriculum.

[2] The Conservatory of Music at the University of the Philippines offers three different courses of from five to nine years, the preparatory courses for which are from two to four years. Graduation from the secondary school is not a requirement for entrance in these preparatory courses.

THE ORGANIZATION OF VOCATIONAL EDUCATION

A division for vocational education in the Bureau of Public Schools is the central co-ordinating body that adminsters the policies of, and supervises instruction in, vocational education in the Philippine public schools. This division was created under Section 6 of Act 3377, enacted on December 3, 1927. The chief of the division, who is also the superintendent of vocational education, is assisted by a corps of technical men, such as a superintendent of agricultural instruction at large; a superintendent of arts and trades at large; a superintendent of home economics; and supervisors of agricultural education, trade and industrial education, and home economics.

The field personnel is composed of the following: superintendents of national regional agricultural schools, superintendents of national schools of arts and trades, principals of agricultural and rural high schools, principals of trade schools who take charge of provincial and city trade schools, industrial supervisors who take charge of pre-vocational agricultural and industrial arts instruction in school divisions, home economics supervisors who take charge of home economics instruction.

ADULT EDUCATION, FUNDAMENTAL AND MASS EDUCATION

The first step taken by the Government to conduct adult education was in May 1908, when a law was passed providing for the holding of civic educational lectures for adult citizens in barrios and centres of population. Act No. 4046 was passed in 1933, providing for the holding of community assemblies under an Advisory Committee. In 1936 the Office of Adult Education was created by Commonwealth Act No. 80, with the duties of eradicating illiteracy and promoting citizenship and vocational training. In 1947 the Office of Adult Education was converted by Executive Order No. 94 into a division of the Bureau of Public Schools.

Adult education as conducted in the Philippines has two aspects: literacy instruction and mass education for citizenship and vocational improvement. Literacy work is conducted in adult education classes and by means of the method of 'each-one-teach-one'. The teaching of adults to read and write emphasizes functional literacy, which should enable the students to read and appreciate simple messages, write notes and short letters, and understand ordinary instruments of business and communication, such as paper money, billboard notices, trademarks, Government announce-

ments, news in vernacular papers and similar daily and common information.

Following such foundation, education for citizenship is carried on in adult education classes and community assemblies. Lectures and discussions on health and sanitation, gardening and farm, home industries and crafts, rights and duties of citizens, and improvement of home conditions and community living are conducted. Audio-visual media are being developed as means of effective presentation of this programme.

Improvement of vocations and occupations is generally carried out in connexion with the work of the regular public schools. Afternoon and evening classes offer adults short courses in home making, sewing, furniture making, carpentry, mechanics and other vocational courses.

The adult education programme is being geared to the improvement of economic and social conditions of the masses, but its progress is handicapped by the lack of adequate financial provisions and facilities.

INDEPENDENT (PRIVATE) SCHOOLS

The Bureau of Public Schools is not concerned with private schools. The Department exercises its supervision through the Bureau of Private Schools, the director of which is responsible for inspecting private schools that apply for Government recognition. The director also advises the Secretary of Education in the matter of his approval of the standard or special curricula of such schools.

Private schools play a significant part in Philippine education. Although the elementary enrolment in private schools is relatively small in comparison with that of public schools, the high school enrolments in the two systems are about equal; and at the collegiate level the enrolment in private institutions greatly exceeds that in public schools.

SCHOOL BUILDINGS, EQUIPMENT AND SUPPLIES

One of the greatest problems confronting the Bureau of Public Schools in the Philippines is the provision and maintenance of adequate school buildings. The problem of school construction resolved itself into one of securing permanent buildings suitable for school purposes at a given minimum cost. The unit system of construction which has been adopted by the Bureau of Public Schools is the result of a continuous effort on the part of the Bureau to meet the present situation and to provide also for future growth.

A unit of construction is a classroom 7 by 9 metres. These dimensions were determined by careful consideration of the distances at which a normal child can read, or hear and understand words spoken in an ordinary tone of voice. The chief advantage of a unit system of construction, however, is that it enables additions to be made to the original structure without destroying the symmetry or general design. The average cost per unit of a concrete building is 5,000 pesos and that of a wooden building is 2,500 pesos.

The advantage of flexibility of construction is obvious in all cases where funds are insufficient to furnish buildings which would fully meet the needs of the schools. Additional units in such cases may be constructed as soon as funds are provided, until the entire building has grown in dimensions to conform with the needs and future growth of the school.

The general architecture of the Philippine public school buildings is adapted to the climatic conditions and availability of materials. There are two types of school buildings—standard and special. Either of these types may be constructed of concrete or wood. Concrete buildings are considered as 'permanent', while wooden buildings are referred to as 'semi-permanent'. The standard types are those buildings constructed in accordance with plans and specifications prepared by the Bureau of Public Schools. The special types are constructed on plans prepared for a particular location.

Conforming to standards as to the dimensions of rooms, buildings are sometimes constructed of light materials such as soft wood, bamboo and nipa. These are known as 'temporary' schoolhouses. This type is built to solve the problem of accommodation when there is a sudden increase of enrolment or when typhoons have damaged the semi-permanent public school buildings.

Data on public school buildings in 1940 show that there were at the end of that year 8,475 permanent and semi-permanent academic school buildings, 869 home economics buildings, 656 trade and shop buildings, and 895 other semi-permanent buildings. The total value of those buildings was estimated at 72,804,752 pesos. Funds for the construction of those buildings were provided from national aid, from municipal or provincial funds, or from voluntary contributions.

Although more than 10,000 permanent and semi-permanent public school buildings were in existence in 1940, yet 36 per cent of the classes were housed in temporary, rented or borrowed buildings. These figures show that even before the last world war, school building accommodation in the Philippine public schools was inadequate.

The situation became critical after the liberation,

since approximately 85 per cent of the school buildings had been destroyed during the war. In order to accommodate school children enrolled in the public schools, efforts have been exerted by the school officials in co-operation with the parent teacher associations and municipal or provincial officials either to repair or reconstruct permanent or semi-permanent damaged school buildings or construct temporary buildings with the funds made available from the national, provincial or municipal appropriations and from voluntary contributions.

Records show that up to 18 January 1950, the amount of 43,470,875 pesos was awarded by the War Damage Commission to rehabilitate public elementary school buildings and the sum of 8,627,025 pesos was awarded to repair or reconstruct secondary school buildings.

EDUCATION AND STATUS OF TEACHERS

EDUCATION

After completion of a secondary schools course, prospective elementary school teachers generally complete a two-year general curriculum in public or private normal schools. Those who are to teach home economics in addition to academic subjects take the three-year combined general and home economics curriculum at the Philippine Normal School, Manila. Prospective teachers of elementary shop craft programmes complete a two-year (for secondary trade curriculum graduates) or a three-year (for general secondary graduates) course in national schools of arts and trades. For remote hinterland schools, a few prospective elementary teachers complete a four-year normal curriculum on the secondary level.

To be qualified for secondary school teaching, teachers must be graduates of recognized four-year colleges of education or hold a bachelor's degree with at least 18 semester credits in education courses, and should have majored in a curriculum area which covers some subject or subjects in the high-school curriculum.

Instructors for normal schools must have earned at least half the units required for the master's degree in addition to graduation from a recognized four-year college of education.

STATUS

Teachers are classified as regular (or permanent), temporary, emergency or substitute. Emergency teachers are those who do not meet the minimum educational qualifications. Temporary teachers are those who, having the minimum educational qualifications, have not qualified in an appropriate civil service examination (Junior Teacher Examination for elementary teachers, Junior Teacher or Senior Teacher Examination for secondary teachers, and Senior Teacher Examination for normal instructors). Both temporary and emergency teachers may be replaced by better qualified applicants. Substitute teachers are relieved upon return to duty of the regular incumbents.

The Secretary of Education is by law empowered to appoint all public school teachers and supervisory and administrative personnel except those whose appointment is expressly vested by law in the President of the Philippines. However, division superintendents of schools, by authority of the Secretary of Education, appoint teachers and supervisory and administrative personnel on the municipal, provincial and city rolls. All other teachers and school officials are appointed by the Secretary of Education upon recommendation of the Director of Public Schools.

Teachers who do not possess the civil service eligibility required for teaching on their instructional level and whose efficiency ratings have been lower than 'above average' may not be promoted in rank or salary. The seniority rule is observed.

Teachers may be dismissed only for cause as provided by law and only after due investigation and after a decision for their dismissal has been rendered by the Commissioner of Civil Service.

The present retirement Act is Commonwealth Act No. 2589, as amended, more commonly known as the Osmena Retirement Act. This provides for the payment of a gratuity corresponding to one year of salary payable in twelve months at the highest rate of salary which the retiring employee received while in the service of the Government. To qualify for this, the applicant for retirement must have rendered at least six years of continuous, faithful, and satisfactory service under regular and permanent status and must establish his right to retire as of 31 December 1941, and present proof of physical disability which renders it impossible for him to continue in service.

ORGANIZATION OF SCHOOL HEALTH SERVICE AND PHYSICAL EDUCATION

HEALTH SERVICES

School health education in the Bureau of Public Schools concerns chiefly the following: (a) the giving

of instruction in health education; (b) the preparation of health-teaching materials; (c) the selection and training of nurses for appointment as teacher-nurses; and (d) the co-operation with public and private health agencies in promoting public health as well as the health of school children.

Health education in the elementary grades is not confined to a specific period for health instruction but is integrated with social studies and elementary science. In the secondary schools, health is taught two periods a week to girls and boys in the first and second years. Because of the legal requirements in preparatory military training, health is taught only once a week to third and fourth year boys. A three-unit semestral course in health is included in the curriculum for public normal schools.

Medical, dental and nursing services have been organized in all the schools as a phase of the school health programme. Physicians and dentists are provided by the Office of Medical and Dental Services. This service is financed by an annual voluntary contribution of 50 pesos from each pupil. The nursing service is under the control of the Bureau of Public Schools.

PHYSICAL EDUCATION IN THE PUBLIC SCHOOLS

The administration and supervision of physical education in the public schools is undertaken by the General Office of the Bureau of Public Schools through a section composed of a superintendent and four supervisors. They conduct training institutes at provincial capitals for physical education teachers and supervise physical education work in the schools through occasional visits.

Physical education in the elementary schools is given for 20 minutes a day in the primary grades and 30 minutes in the intermediate grades. The classes may be held at the same time or may be distributed throughout the day, each teacher taking charge of the physical education activities of her class. The activities consist of simple games and dances and the teaching of fundamental skills in walking, running, jumping, skipping, etc.

In the high school, all girls and boys in the first and second years have physical education for 40 minutes three times a week and health education twice a week. Boys in the third and fourth years are given two periods of pre-military training, two periods of physical education and one period of health education during the week. The girls have three periods of physical education and two periods of health education. One period of physical education may be used for scouting for boys and girls if there are enough registered boy scouts and girl scouts under a qualified scoutmaster. The programme of activities in secondary and normal schools includes mass athletic activities, group games, stunts, pyramid building, indoor games, specialized sports and competitive athletics.

Each year the Bureau of Public Schools holds a national interscholastic athletic meeting where the best school athletes throughout the country meet in friendly competition. This national festival includes not only competitive sports but also demonstrations of mass gymnastics, folk dances and group games.

ROLE OF YOUTH GROUPS IN EDUCATION

In keeping with modern trends and objectives, public education in the Philippines provides the youth with training in democratic living. Side by side with the school, the home, the Church and the community, youth organizations like the Boy Scouts of the Philippines, the Girl Scouts of the Philippines, the 4-H Clubs, the Campfire Girls, the Girl Reserves and other local civic organizations of boys and girls, stress citizenship training and character building. These agencies function in close co-operation with the schools in promoting healthful living and providing work-experience to boys and girls. In practically every school and community in the Philippines, organized troops of boy scouts and girl scouts may be found enjoying the support and patronage of the Government and the people.

SPECIAL PROBLEMS AND RECENT TRENDS

The most fundamental and far-reaching problem of Philippine education today is inadequacy of funds. The national appropriations for education for 1949-50 are estimated to be from 35 to 40 per cent of the total expenditures of the National Government. Yet every year the amount needed to accommodate all children of school age keeps mounting and money for the so-called 'extension classes' (elementary) has had to be added yearly to the regular outlay; and the point appears to have been reached where the National Government cannot afford to spend more for education without undue sacrifice of the other functions and activities. One of the plans to relieve the National Government of this heavy load is to leave the support of intermediate classes to local governments. It is also proposed to tap new and more stable sources of special revenue for education through taxation.

Closely tied up with the problems of funds are the following: (a) the general desire to abolish the two

single-session plan whereby one primary class meets in the morning and another in the afternoon under the same teacher; (b) the restoration of Grade VII, which was clipped from the elementary curriculum in 1940; (c) the further expansion and improvement of teacher-educating institutions as a means of reducing the alarmingly high percentage of non-qualified teachers (52 per cent); (d) popularizing vocational education and fitting it to the general economic programme of the republic.

There is a growing trend in favour of the community school, a more systematic school-public relations programme, and community improvement through educative agencies. Even more evident is the general desire to bring the benefits of secondary education within the reach of a larger percentage of the youth by opening secondary schools in the smaller population centres. While English remains the primary medium of instruction on all levels, the national language is a required subject in all grades. In two provinces, experiments are going on to determine the extent to which the vernacular may be used to advantage as the medium of instruction during the initial period of schooling and the best time to introduce English as the instructional medium. Finally, there is a growing feeling in favour of gradual decentralization in the organization of public schools.

SPECIAL PROBLEMS AND RECENT TRENDS OF VOCATIONAL EDUCATION

The problems confronting the vocational education programme may be classified into three groups; namely, financial, technical and administrative problems.

1. Financial. There is an apparent need for more funds for buildings, equipment, supplies and materials, textbooks and other reference materials in order to increase vocational training. The promotion of research work which is not being taken care of at present and other necessary services are pressing problems.
2. Technical problem. Organization, administration, and supervision of the machinery of the co-operative vocational training, extension training, vocational technical training, vocational guidance, placement and follow-up of school leavers, selection of students for trade training, industrial and agricultural surveys, curriculum development and constant adaptation to community needs, vocational testing, and the training of teachers, co-ordinators, vocational counsellors and other members of the vocational education personnel—all of these matters are regarded as current problems.
3. Administrative problems. These refer to the usual 'red tape' on the approval of budget, filling of requisitions, approval of appointment papers, release of vocational aids, submission of reports, more effective co-ordination of activities and active participation of all members concerned on any phase of the trade education programme.

Latest trends in vocational education are those that make for the promotion of closer understanding between the school and industry and agriculture. With more vocational schools providing the youth with specific vocational training, more useful citizens are produced.

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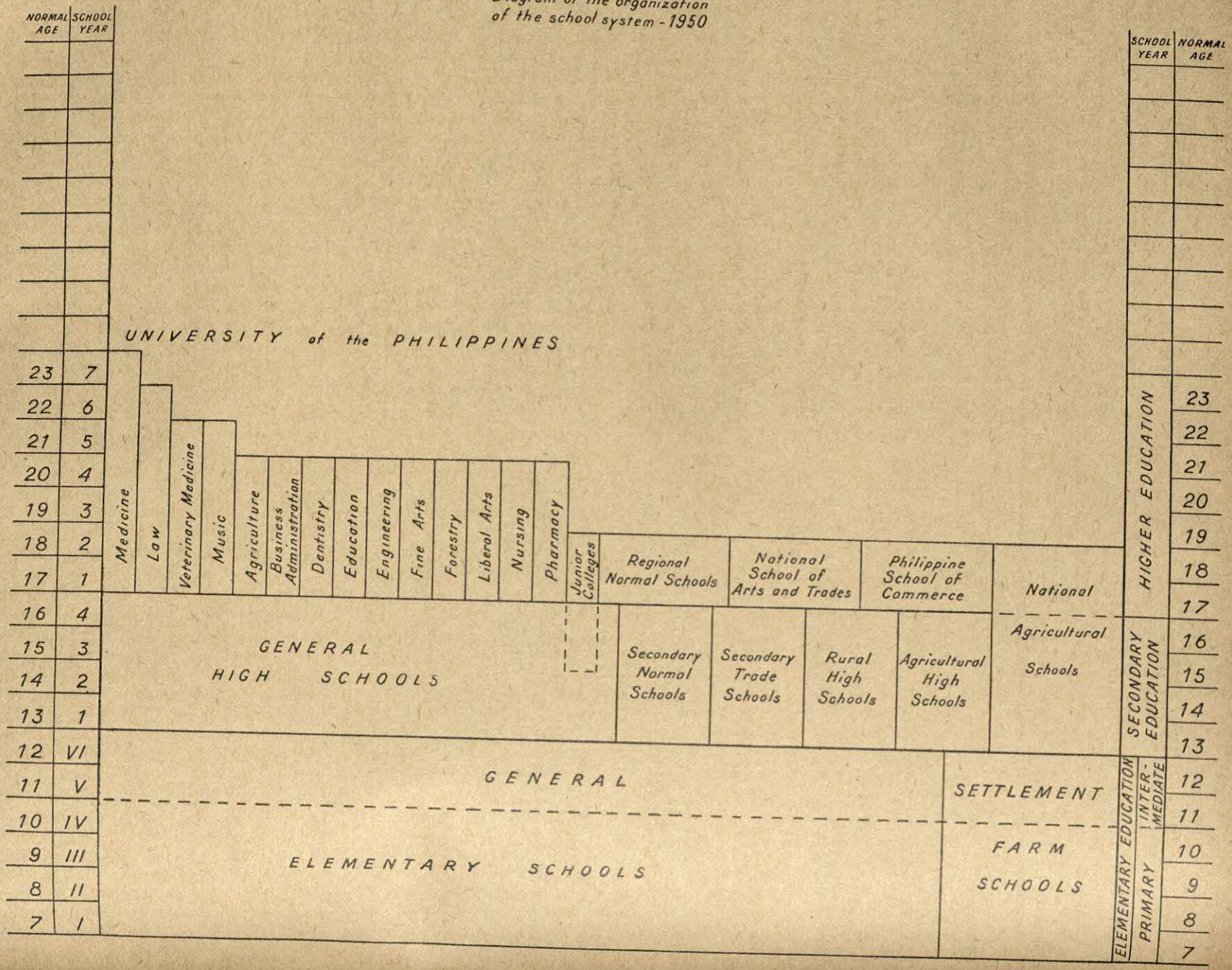
PHILIPPINES

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education	—	—	—	
Primary Education				
Primary schools	7	4	Beginners	Report card, B.P.S. form 138
Intermediate schools	11	2	Primary schools	Elementary cert.
Secondary Education				
Academic high schools (private)	—	—	—	—
Multilateral or composite (comprehensive) high schools	13	4	Intermediate schools	Gen'l secondary school diploma
Secondary trade schools	13	4	Intermediate schools	Secondary trade school diploma
Secondary rural schools	13	4	Intermediate schools	Secondary rural school diploma
Secondary normal schools	13	4	Intermediate schools	Secondary normal school diploma
Secondary vocational schools	13	4	Intermediate schools	Secondary vocational school diploma
Secondary agricultural schools	13	4	Intermediate schools	Secondary agricultural school diploma
Higher Education				
(a) Non-degree-granting colleges: Collegiate teacher-training schools	17	Gen. Course 2 Combined Course 3	Gen'l secondary schools	Collegiate normal school diplom
Collegiate trade schools	17	2	Gen'l secondary and trade secondary schools	Collegiate trade teachers course diploma
Collegiate commercial schools	17	2	Gen'l secondary schools	Collegiate commercial school diploma
Collegiate agricultural schools	17	1	Secondary agricultural schools	Collegiate cert. in farm mechanics
(b) Degree-granting colleges, universities and higher technical and professional schools	—	—	—	—

83. Public Expenditure on Education in 1948/49
(in pesos)

Source of revenue	Total	Central administration	Pre-school and primary education	Secondary education	Higher[1] education	Other
All Sources	**117 960 588**	**4 393 626**	**109 963 974**	**2 401 459**	**993 023**	**209 006**
Contributions from Central Government (budget of Ministry of Education)	117 681 646	4 393 626	109 963 474	2 252 960	979 466	92 120
Contributions from local authorities (sweepstakes aid)	116 886	—	—	—	—	116 886
School income and tuition fees	162 056	—	—	148 499	13 557	—

Source. Unesco questionnaire EDUC/67.
Note. Data refer to public education only. Official exchange rate in 1948/49: P.2.00=U.S.$1.

[1] Including technical and normal education.

84. Summary of School Statistics
Number of institutions, teachers and students in 1936/37 and 1948/49

Type of education and kind of school	Institutions		Teachers				Students			
			1936/37		1948/49		1936/37		1948/49	
	1936/37	1948/49	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Kindergartens, private	...	145	...	...	...	...	...	...	7 496	...
Primary										
Primary, public	7 820	14 773	26 913	...	66 187	40 535	976 368	...	3 159 856	1 499 511
Intermediate, public		3 877					197 511	...	533 321	253 263
Elementary, private	...	466	...	...	...	...	...	...	118 804	...
Secondary										
Secondary, public	[1] 113	264	[1] 1 497	...	[1] 6 999	[1] 3 507	40 869	...	169 477	82 113
Secondary, private	...	775	...	...	...	...	...	...	244 608	...
Teacher training										
Secondary normal, public	...	1	...	...	...	...	1 273	...	312	189
Collegiate normal, public	3	8	...	...	133	95	1 416	...	3 383	2 874
Vocational										
Secondary trade schools	...	24	...	...	...	...	[2] 11 159	...	12 927	1 818
Secondary agricultural and rural high schools	...	26	...	...	...	...	3 640	...	10 064	3 037
Secondary vocational and commercial schools	...	3	...	...	...	...	...	...	1 055	426
Special vocational schools, private	...	223	...	...	...	...	...	...	28 867	...
Collegiate technical schools	2	4	75	...	54	7	650	—	749	3
Nautical schools	1	—	...	...	—	—	72	—	—	—
Higher education										
Universities, public	1	1	...	...	412	115	[3] 6 997	[3] 2 110	5 433	2 445
Universities, Colleges, private [4]	...	289	...	...	...	...	...	...	135 574	...
Special education										
School for the deaf and blind	—	3	—	—	14	9	—	—	154	52

Source. Unesco questionnaire EDUC/67; additional data from the Bureau of Private Schools, Manila.
Note. Data for private schools refer to 1949/50. Table refers to full-time institutions, teachers and students enrolled.

[1] Including secondary normal, trade, vocational and commercial, agricultural and rural schools.
[2] Including secondary vocational schools.
[3] 1939/40.
[4] Includes Universities (totalling 12 with estimated enrolment of 85,000 of whick 36,000 female), normal colleges (totalling 244 with enrolment of 43,807) and higher vocational institutions.

Total population
(estimate: mid-year 1949)
24 448 000

85. Summary of School Statistics
Number of institutions, teachers and students in 1937/38 and 1946/47

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1937/38		1946/47		1937/38		1946/47	
	1937/38	1946/47	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Nursery schools	1 659	3 738	2 179	...	5 698	...	83 338	...	201 528	...
Primary										
General, urban and rural	28 778	20 119	...	...	73 222	...	4 865 313	[1] 2 279 200	3 283 383	1 587 400
Secondary										
Gymnasia and lyceums	777	758	...	...	11 677	...	221 417	94 783	225 443	107 586
Teacher training										
Preparatory training schools	—	27	—	—	...	...	—	—	3 003	1 665
Schools for nursery teachers	19	15	...	...	...	...	1 672	...	1 040	1 040
Pedagogical lyceums	55	114	...	...	...	...	3 096	...	16 879	10 714
Teachers' courses	—	157	—	—	...	...	—	—	10 008	6 080
Vocational										
Agricultural		781	...	...					18 352	8 115
Industrial and craft schools		649	...	...					71 574	18 679
Trade and administration	1 489	440	...	...	14 132	...	113 083	...	59 033	40 252
Domestic science		110	...	...					4 643	4 600
Health service		12	...	...					939	939
Continuation (secondary)	628	667	...	...	...	...	110 116	21 021	101 387	22 157
Arts schools [2]	189	208	...	...	...	...	13 429	...	23 860	14 331
Higher										
Universities and other academic institutions	28	25	2 296	...	2 214	...	48 018	13 602	75 963	30 927
Non-academic institutions		11			377	...			8 717	
Special										
For defective children	104	97	...	...	...	...	12 076	...	7 609	2 975

Source. Central Statistical Office of the Republic of Poland. *Statistical Yearbook of Poland, 1948.* Warsaw, 1949.
Note. Data refer to both State and non-State schools, and for 1937/38 to pre-war territory.

[1] Excluding girls in private primary schools, with a total enrolment of some 164,000 pupils.

[2] Drama, dancing, music and sculpture, including higher academies.

86. Age Distribution of Students in primary, secondary and vocational schools in 1946/47

Age in years	Students enrolled	
	Number	Percentage
All ages	**4 004 821**	**100.0**
7 years and under [1]	661 398	16.5
8	425 890	10.6
9	431 026	10.8
10	440 877	11.0
11	438 385	10.9
12	408 252	10.2
13	381 742	9.5
14	282 686	7.1
15	159 322	4.0
16	122 724	3.1
17 [2]	90 760	2.3
18	58 821	1.5
19	36 334	0.9
20	23 471	0.6
21	14 320	0.4
22 and over [3]	28 813	0.7

Source. Central Statistical Office of the Republic of Poland. *Statistical Yearbook of Poland, 1948.* Warsaw, 1949.

Note. Data refer to enrolment in both State and non-State schools at all levels, excluding only universities, higher schools and art schools.

[1] Including some 1,500 children of unknown age in nursery schools.

[2] Including some 4,800 pupils in primary schools aged 17 or over.

[3] Including some, 2,800 pupils of unknown age in secondary and vocational schools.

87. Higher Education

Number of students enrolled and diplomas awarded, by branch of study and by sex, in 1946/47

Faculty	Students enrolled			Diplomas awarded		
	Total	Male	Female	Total	Male	Female
Total	**84 680**	**53 753**	**30 927**	**4 285**	**3 106**	**1 179**
Architecture	1 804	1 374	430	52	46	6
Chemistry	1 919	1 344	575	72	61	11
Dentistry	2 137	371	1 766	250	49	201
Journalism	541	258	283	—	—	—
Pharmacy	2 563	568	1 995	180	57	123
Mining and metallurgy	843	836	7	57	56	1
Engineering and building	4 722	4 563	159	191	184	7
Mechanics and electrotechnics	6 426	6 323	103	324	317	7
Medicine	8 302	4 457	3 845	409	280	129
Commercial science	12 654	8 122	4 532	440	325	115
Humanistics sciences	9 264	3 252	6 012	374	176	198
Mathematics and natural sciences	7 661	3 817	3 844	180	103	77
Law, political and social sciences	17 648	12 109	5 539	1 208	996	212
Agriculture	4 989	3 763	1 226	325	252	73
Fine arts	684	383	301	52	38	14
Theology and canon law	687	643	44	102	102	—
Veterinary medicine	1 183	959	224	69	64	5
Unspecified	653	611	42	—	—	—

Source. Central Statistical Office of the Republic of Poland. *Statistical Yearbook of Poland, 1948.* Warsaw, 1949.

Note. Data refer to all academic and non-academic higher schools. Enrolment figures include post-graduate students and students following preparatory courses. Figures of diplomas awarded exclude doctors' and ratified diplomas.

PORTUGAL

Total population
(estimate: mid-year 1949)
8 491 000

Based on printed sources

ORGANIZATION OF THE SCHOOL SYSTEM

PRE-SCHOOL AND PRIMARY EDUCATION

Pre-school education, neither compulsory nor widespread, is given in institutions using the methods of Froebel, Montessori and Decroly; and in the *Colmeias*, the *Parques infantis* and the *Jardins-Escolas de João de Deus*, which have a more markedly national tradition of teaching.

Primary schooling is compulsory from 7 years of age and lasts for four years. At the end of the third year, pupils take an examination—termed the 'first stage examination'—which gives them access to the fourth class. The final primary examination is termed the 'second stage'.

Primary education is regulated by several decrees, among which mention should be made of those numbered 5:787-A of 10 May 1919; 6:137 *(Diario de Governo)* of 11 December 1919; 12:140 of 28 March 1930; 19:531 of 30 March 1931; and 22:369 of 30 March 1933.

SECONDARY AND MIDDLE EDUCATION

The education given by lyceums is designed to provide pupils with a general culture in preparation for life. The course lasts for seven years: six of a general nature, comprising two cycles of three years, and a supplementary year of arts or sciences. Lyceums for girls offer a seventh year of feminine studies to pupils who pass the examination at the end of the second cycle.

There are in Portugal three types of lyceum: (a) municipal, with only the first 3-year course; (b) provincial, with both cycles, six years in all; and (c) national lyceums with the seventh supplementary year as well. The last are the most numerous.

The entrance examination of the lyceum comprises both written tests (dictation, composition, arithmetic, geography) and oral (Portuguese, geography, Portuguese history, mathematics). Candidates must have passed the fourth primary class examination or the third—in which case they have to show a certificate stating that they have pursued studies equivalent to the fourth class and are qualified for secondary studies. In some cases pupils who have attended other types of middle school may be admitted to one or the other lyceum cycle in the course of their studies.

Reports are made quarterly on conduct and attainment. At the end of the school year pupils with an average mark of 10 (on a maximum of 20) are passed to the next higher class. Examinations occur at the end of each cycle; they consist of practical tests (physics and chemistry) and both written and oral tests for the other subjects, excepting drawing. Subjects such as morals, physical training, singing, dressmaking are not examined. Candidates with a mark below 8 in the written tests are failed; those averaging 14 are exempted from oral tests.

Pupils are required to pay enrolment fees annually. Poorer pupils may be exempted, to the limit of a fixed proportion of the total enrolment—one-tenth—in each school. Bursaries and prizes are offered to the most deserving pupils at the end of the sixth and seventh year courses.

The decree of 14 October 1936 regulates the Portuguese lyceums.

TECHNICAL AND VOCATIONAL EDUCATION

This covers two periods of study. The first cycle, lasting two years, is of an elementary and direction-finding nature. It is designed to give pupils who have completed the full primary course a preparatory training necessary for starting the technical courses proper that make up the second cycle.

The curriculum of these two years consists partly of theoretical lessons and partly of practical classes

with manual work (mainly model-making, woodwork or metal-work) and agriculture (gardening, horticulture, crop planting).

The second cycle of technical and vocational education is given in separate schools for agricultural, commercial and technical studies; the course may be treated as a complement to apprenticeship, or as vocational training proper. In the former case, teaching is linked closely to skills learnt on the job in workshops, factories, offices, etc., and the timetable is so arranged that classes may be included in the apprentice's hours of work, with the result that he suffers no loss of pay.

In the second case, apprenticeship training is provided at the school; the programme consists of basic studies, common to several crafts or trades, and more specialized classes. Continuation courses may be organized in the evenings when a sufficient number of applicants over 15 years of age is found.

Agricultural education at an elementary level is provided by the practical schools of agriculture which may be fixed or itinerant.

The practical schools give preference in recruitment to children whose parents are already on the land (as landowners, farmers or labourers), and then to those coming from rural villages. Arrangements are made for both day and boarding pupils. On completing the course students may pass, in their third year, to the school of agricultural overseers.

The schools of agricultural overseers train for managerial and administrative posts on the land and for auxiliary services in State agricultural establishments. The diplomas granted by the schools entitle students to enter, on the same footing as lyceum graduates, the Higher Institute of Agronomy and the Higher School of Veterinary Medicine. The schools provide a five-year course, and pupils have to be between 13 and 17 years of age on enrolment. The admittance examination is similar to that of the lyceums.

Commercial education is given in commercial or mixed commercial-industrial schools at the lower level and in commercial institutes at the higher.

For admission to the commercial school pupils should have a training equivalent to that of the preparatory vocational cycle. The course lasts four years. Some of the schools offer continuation classes which serve as a preparation for the commercial institutes.

The institutes provide a three-year course, with a minimum entrance age of 15 years. The qualification for admission is: completion of a continuation course in a commercial school, or completion of the second cycle in a lyceum, or passing an equivalent entrance examination set by the institute. At the end of the normal course students may take a special preparatory course which leads on to the Higher Institute of Economic and Financial Science.

Industrial education comprises two types of institution: the industrial or mixed commercial-industrial schools, where pupils are trained for a vocation, and where those already in employment may obtain courses in general or vocational education; and second, the industrial institutes which train the higher level technicians and senior staff.

Courses in the industrial schools vary in length for the trades, but in no case exceed five years. Those graduating from the schools are given preference in appointments in the State technical establishments, in companies which have State contracts, and in some independent services. Schools in the industrial areas organize evening courses for foremen; and in some cases continuation classes lead to the industrial institutes and to the schools of fine arts.

Entry to the industrial institutes is limited to those who have completed continuation classes in an industrial school or an equivalent centre, or the second cycle of the lyceum, or who pass an entrance examination in subjects that appear in the lyceum curriculum. The courses last four years and form three groups: electrotechnics and mechanics; civil and mining engineering; industrial chemistry. The institutes also train students to pass on to the higher engineering schools and the engineering branch of the Naval School.

TEACHER TRAINING

PRIMARY NORMAL SCHOOLS

Their purpose is to train primary school teachers by giving them the theoretical and practical knowledge of teaching needed for the classroom. Courses last three semesters. Entrants must be between 16 and 28 years of age and must have completed the second cycle of lyceum or the equivalent, or have passed an entrance examination with written and oral tests (Portuguese language, mathematics, geography, history); failure in the written tests is final.

The Minister annually fixes the number of entrants who may be taken into each normal school. As a rule the figure is about 60, but in exceptional cases it may be raised to 80. Two-thirds of the places are reserved for girls.

Pupil-teachers passing the final examination (practical and written tests) may then undertake a practice training of three months. It is only at the conclusion of this period that they become eligible for the State

examination which leads to a diploma. Those with the diploma are entitled to teach in private schools or take part in the competitive selection for posts in the public primary schools.

Some 10 per cent of the students in normal schools may be exempted from enrolment fees. In addition, the Ministry provides 40 bursaries of 2,000 escudos.

Portuguese normal schools are regulated by the decree-law number 32,243 of 5 September 1942.

TRAINING OF LYCEUM TEACHERS

This comprises a training in educational theory and a practical preparation. The former may be taken in the educational sections of arts faculties. Intending teachers of singing receive their training at the Pedro Nunes lyceum, and teachers of physical education are given the entire course—theory and practice—at the National Institute of Physical Education.

The practical preparation of lyceum teachers takes place at the two lyceums—Pedro Nunes in Lisbon, D. Joäs III in Coimbra—which are termed *Liceus Normais* on that account. The course covers two years, the first being ranked as equivalent to the theoretical studies given by education sections in the arts faculties.

Entry to the first year is limited to those who have a university licentiate in the field they intend to teach or, for drawing and singing teachers, an equivalent diploma. There is, further, an entrance examination with oral, written and practical tests bearing on general culture, knowledge of the field concerned (arts, sciences) and on certain subjects of higher education.

At the end of the second year students may take the State examination: this comprises written papers, the sustaining of a dissertation on some topic within the curriculum and a lesson lasting 50 minutes in a lyceum class.

The training of lyceum teachers is controlled by the decrees 24:726 of 22 November 1934 and 26:044 of 13 November 1945.

HIGHER EDUCATION

Higher education in Portugal is provided by universities and university level institutions and by post-graduate institutions.

In the former category are placed the Universities of Lisbon, Opporto and Coimbra; the Higher Technical Institute of Lisbon; the Higher School of veterinary medicine; the Higher Institute of agronomy; the Higher Institute of economic and financial sciences; the National Institute of physical education; the Naval School; the Military School and the Higher Colonial School.

At the post-graduate level there are: the School of Topography; the Institute of Hydrology; the Institute of Climatology and Hydrology; the Institutes of Tropical and Forensic Medicine; courses for librarian-archivists; the Institute of Senior Military Studies, etc.

OTHER FORMS OF EDUCATION

A brief list may be made of other specialized educational agencies, whether they depend on the Ministry of Education or on other Ministries.

Artistic training is provided by the School of Fine Arts and by conservatories of music, drama and dance.

For health and hygiene there are courses for nurses, midwives and health visitors.

Social service training is given in courses for social workers and by the Normal Social School and the Institute of Social Service.

Homecraft training is represented by courses on home economics and housekeeping.

Courses are provided for those working in guilds—general education, union practice and administration.

Religious training is given in the seminary by general and humanities courses and more advanced courses on philosophy and theology.

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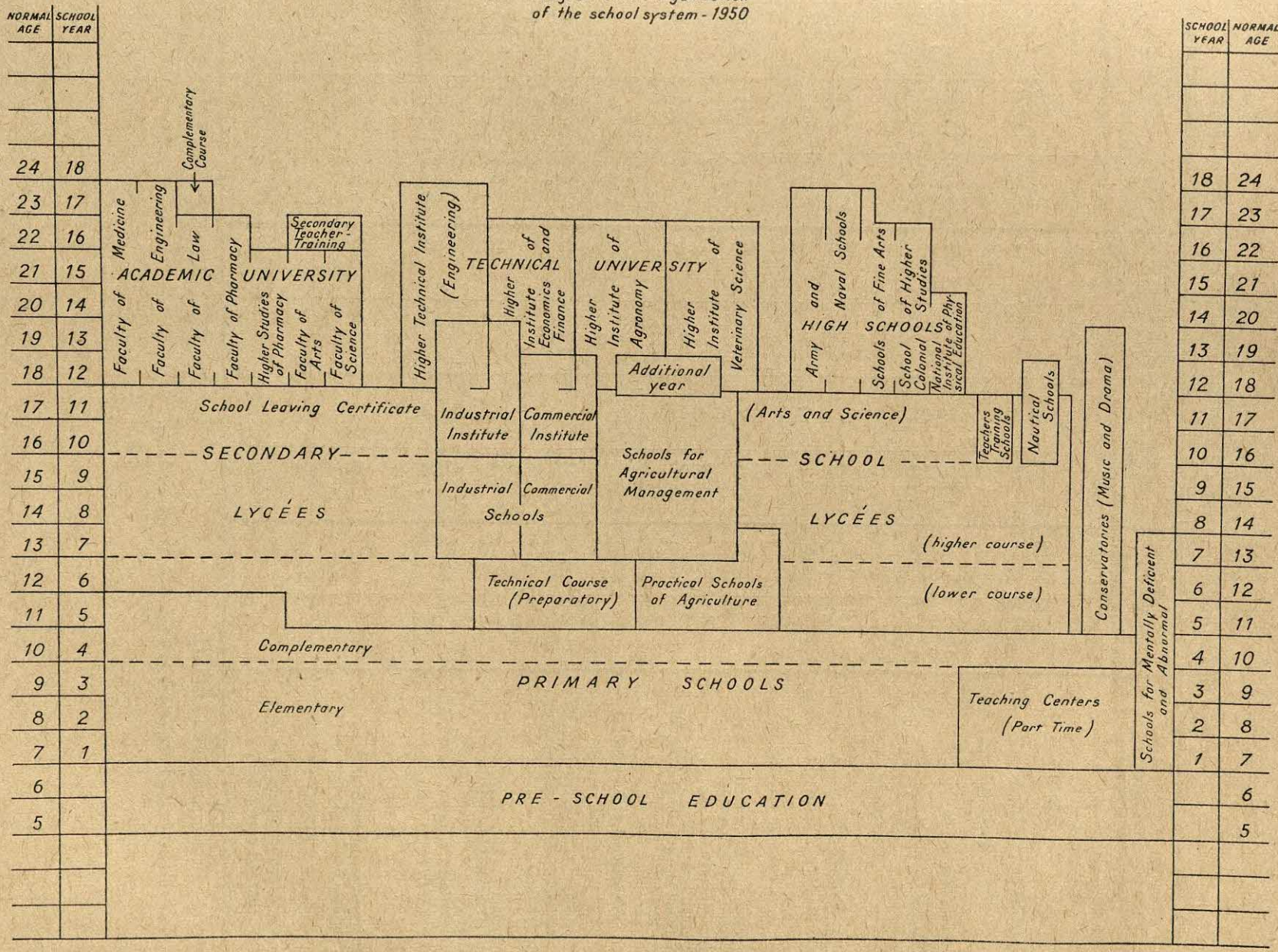
PORTUGAL

Diagram of the organization of the school system - 1950



88. Summary of School Statistics
Number of institutions, teachers and students in 1936/37 and 1948/49

Type of education and kind of school	Institutions		Teaching staff				Students			
			1936/37		1948/49		1936/37		1948/49	
	1936/37	1948/49	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Nurseries and kindergartens	43	78	76	...	78	63	3 032	1 427	1 709	815
Primary										
School posts, public	1 597	2 042	1 597	...	2 042	2 026	35 591	12 625	48 969	21 663
Primary, public	8 316	9 069	10 682	...	13 211	10 432	488 040	210 428	548 493	240 093
Elementary, private	1 267	1 936	1 884	...	2 082	...	32 855	15 369	155 330	60 254
Secondary										
Lycées, public	55	58	1 002	...	1 206	507	18 921	6 280	22 107	9 672
Colleges, private	165	277	905	...	1 357	...	13 817	5 770	29 052	13 991
Ecclesiastic seminaries	...	44	...	...	...	—	...	...	4 975	—
Teacher training										
Normal, primary, public	6	15	31	5	131	40	247	117	1 718	1 447
Normal, primary, private	...	3	...	...	12	...	...	...	158	15
Normal, secondary	2	1	7	...	7	...	93	37	38	9
Normal, technical	1	—	7	...	—	—	13	—	—	—
National Institute of physical education	—	1	—	—	13	1	—	—	36	6
Vocational and technical										
Secondary:										
Commercial and industrial, public	62	86	844	...	1 801	427	28 689	6 382	49 038	12 755
Commercial and industrial, private	...	150	...	...	334	...	...	...	9 552	1 585
Agricultural	6	6	63	1	73	—	740	4	663	7
Nautical	1	1	12	—	16	—	81	—	362	—
Nursing	3	4	9	...	68	25	257	145	761	494
Social services and midwives	...	2	...	...	48	13	...	...	154	154
Higher:										
Fine Arts	2	2	22	—	29	—	296	32	649	94
Conservatory	3	3	58	16	63	22	4 950	4 171	2 217	1 684
Higher										
Universities and institutes [1]	...	...	564	...	666	40	7 101	845	11 593	2 748
Pontifical faculty of philosophy	...	1	...	...	8	—	...	...	35	—
Special										
For mentally handicapped	...	19	...	...	41	16	...	...	483	154
For blind and deaf-mutes	7	7	50	...	32	17	305	...	509	240

Source. Unesco questionnaire EDUC/67.

[1] Excluding the school of medicine in Nova Goa, Portuguese India.

89. Higher Education
Number of teachers, students and graduates, by faculty and by sex, in 1948/49

Faculty	Number of faculties	Teachers			Students enrolled				Graduates				
		Total	Male	Female	Total	Male	Female	Of which foreign	Total	Male	Female	Licentiates	Lower degree[1]
All faculties	**18**	**666**	**626**	**40**	**11 593**	**8 845**	**2 748**	**181**	**1 216**	**889**	**327**	**1 012**	**204**
Science	3	475	442	33	2 460	1 896	564	43	97	43	54	97	—
Medicine	3				2 360	1 913	447	45	170	134	36	170	—
Arts and letters	2				1 435	545	890	23	105	45	60	105	—
Law	2				1 261	1 123	138	12	202	187	15	134	68
Pharmacy	3				680	187	493	8	189	49	140	53	136
Engineering	1				687	672	15	15	157	154	3	157	—
Veterinary medicine	1	191	184	7	305	301	4	—	37	35	2	37	—
Economics and finance	1				958	838	120	16	95	83	12	95	—
Technology	1				850	817	33	6	88	86	2	88	—
Agronomy	1				597	553	44	13	76	73	3	76	—

Source. Instituto Nacional de Estatistica. *Estatistica da Educação, año lectivo 1948/49*, Lisbon, 1950.
Note. Data refer to the universities of Coimbra, Lisbon and Opporto, and the technical university.

[1] *Bacharel.*

90. Public Expenditure on Education in 1949
(in thousands of escudos)

Source of revenue	Total	Central administration	Primary and secondary education	Higher education	Other expenditure
Public School Education	**621 626**	**21 575**	...	...	...
Government's contribution:					
From budget of Ministry of Education	424 180	12 923	297 162	81 335	32 760
From budget of all other Ministries	29 496	8 652	—	—	20 844
Contribution from provinces	[1] 137 772	—	...	...	...
Fees	30 178	—	17 547	12 448	183
Private School Education	**997**	—	**237**	—	**760**
Subsidies from public funds	997	—	237	—	760

Source. Unesco questionnaire EDUC/67.
Note. Official exchange rate 1 January-7 August 1949: U.S.$1=25.065 escudos.

[1] This figure refers to all levels of education, including the expenses of the autonomous Boards in the adjacent islands, of overseas provincial Governments and municipalities.

SALVADOR

Total population
(estimate: mid-year 1949)
2 150 000

Based on data supplied by the Ministry of Public Education

ADMINISTRATION

The Ministry of Public Education supervises and controls all education, public and private, with the exception of the university. The Minister has Cabinet rank. He is assisted by an Under-Secretary and a chief administrative officer.

The Ministry consists of three departments: elementary and normal schools, secondary and commercial schools, school buildings and supplies.

For administrative purposes the Republic is divided into 15 school districts in each of which a representative of the Ministry exercises technical control.

ORGANIZATION

PRE-SCHOOL EDUCATION

There are a number of kindergartens in urban centres, mainly run by private organizations. Methods and materials are chiefly Froebelian in character.

PRIMARY EDUCATION

Primary schools are run by the State, by municipalities or by private organizations, and cater for children between the ages of 7 and 14 years. Education in public schools is free.

The full course is of six years' duration. Many urban schools do not have the full six grades; in these cases there are from one to five grades as circumstances permit. The curriculum includes Spanish, elementary mathematics and nature study, history, geography, moral and civic instruction, music and physical education. All schools follow the programme laid down by the Ministry but teachers are given freedom in applying this in the classroom.

For rural primary schools the main pattern is to have two grades, but these are being increased as the school building programme develops. The curriculum is shaped to meet the needs of rural pupils.

In 1950 the distribution of children[1] in primary schools was as follows:

Age	Boys	Girls	Total
6 years	1 756	1 629	3 385
7 years	8 353	8 111	16 464
8 years	10 850	10 631	21 481
9 years	10 740	10 352	21 092
10 years	11 393	11 059	22 452
11 years	9 907	9 465	19 372
12 years	9 510	8 813	18 323
13 years	6 704	6 338	13 042
14 years	4 175	4 135	8 310
15 and over	4 967	3 948	8 915

SECONDARY EDUCATION

This is provided in State schools (National institutes of science and literature) and a number of private schools *(colegios)*.

The course lasts five years and students who have completed the full primary course are admitted on payment of a registration fee. Education in the State schools is free. The curriculum includes Spanish, mathematics, geography, history, physical and natural science, English, French, drawing and physical education. After passing the final class, students are eligible to take the 'bachelor's diploma', a State examination which gives access to the university.

[1] *Source*: Unesco questionnaire EDUC/67.

VOCATIONAL EDUCATION

Apart from vocational courses offered by the secondary schools, a number of private commercial schools give training at a secondary level. Both day and evening classes are held. Courses vary in length from four years down, according to the subject being studied.

A few other schools—the National School of Graphic Arts, State vocational schools for girls and some private institutions—offer training in trades and home economics.

For all vocational education the central authority lays down programmes and supervises the certificates granted at the end of the course.

TEACHER TRAINING

Primary school teachers are trained in State and private normal schools which operate at a secondary level. All normal schools have an attached practice school.

The course lasts for five years. It approximates that given in secondary schools, with the addition of pedagogical subjects and practice teaching. At the final examination students may obtain the title of 'primary school teacher' which qualifies them for regular appointment and is also accepted for admission to the university.

HIGHER EDUCATION

The University of El Salvador is State-supported but largely autonomous in administration. It comprises faculties of law and social sciences, medicine, chemistry and pharmacy, dentistry, engineering, economic sciences. Students enter from secondary school or normal school.

Courses last from five to seven years and lead to the title or degree of the respective faculty.

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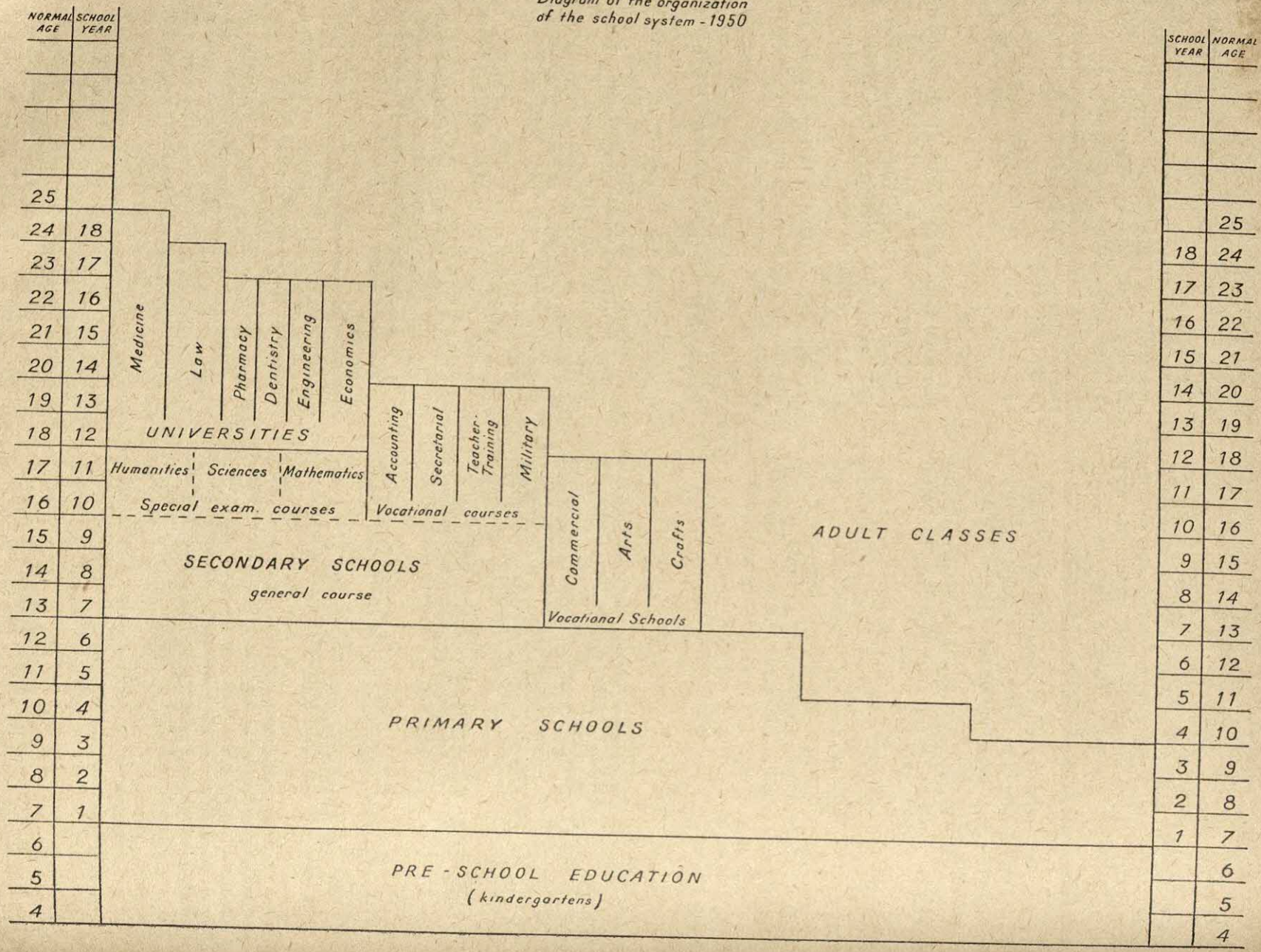
SALVADOR

Diagram of the organization of the school system - 1950



SAUDI ARABIA

Total population
(unofficial estimate: mid-year 1949)
6 000 000

From the Arabic text prepared by the Director-General of Education, Mecca

THE LEGAL BASIS OF EDUCATION

Education in Saudi Arabia is open to all, whether rich or poor, as a realization of the principle of the equality of opportunity. There is no compulsory education law, and individuals are free to use their right to educating their sons or not; owing to the fact that the people are not yet fully culturally conscious, the Directorate-General of Education is of the opinion that the time has not yet come for the application of compulsory education from 6 to 12 years of age. Nevertheless, the main lines of educational policy have already been laid down and aim at the expansion of education throughout the country and at fighting illiteracy, both as regards the three R's as well as intellectual illiteracy. In this, it is simply trying to apply the principles and the teachings of Islam, which call for the elimination of ignorance and the propagation of knowledge.

ADMINISTRATION AND FINANCE OF EDUCATION

The administration of education is a function of the Directorate-General of Education, which takes the place of the Ministries of Education of other countries. There are no local authorities or Education Councils in any of the towns of the country. However, in order to lighten the load on the central administration and to get rid of the highly centralized system, a plan of decentralization has been laid down and applied, whereby the country is divided into educational areas, each headed by a director of education who has the power to supervise, orientate and inspect the schools of his area without reference to the central authority except on important questions.

The administration of education comprises:

1. The Education Council, which lays down the main lines of educational policy, educational regulations and the budget. It is made up of eight prominent members and is presided over by the director of education.
2. The Executive Committee, which nominates the teachers and decides on their competence, transfer and promotion.
3. The Bureau of Inspection, which aims at propagating new educational ideas and new methods of organization. It aims at advising and orientating the teachers and not at rashly criticizing them and finding fault with them. Inspection is divided as follows:
   (a) The inspection of rural and village schools.
   (b) The inspection of primary schools.
   (c) The inspection of secondary schools.
   (d) The inspection of religious subjects.

Education is free for all the people and at all levels. No fees are levied and no specific taxation for education is collected. The Government, therefore, bears all the expense of education. On the contrary, in order to encourage students to enter schools, especially poor students, the Government has carried gratuity to the maximum by granting some students monthly stipends, especially to students of the Saudi Institute and the College of Mohammedan Law, in order to ensure a supply of graduates from these two institutions to meet the great need within the country for teachers, preachers and judges. The budget has risen from half a million rials in 1945 to seven million rials in the current year.

ORGANIZATION OF THE PUBLIC SCHOOL SYSTEM

VILLAGE SCHOOLS

According to the village school regulations, a village school is one situated in a place which is not called a

town and in which the people live a rural life. To these are added schools in towns which do not provide enough students to warrant opening a primary school. The minimum number for opening a primary school has been fixed at 60 students.

PRIMARY SCHOOLS

The aim of primary education is to prepare a child for living in his own environment, to develop his abilities and tendencies as far as possible and to enable the intelligent to pursue a higher level of education. The duration of primary education is six years, beginning with the sixth year and ending with the twelfth year of age. No foreign language is taught in the primary school, for the time is utilized in teaching the pupil the principles of his own religion and of the Arabic language. This lack of foreign language is compensated for in the secondary schools.

SECONDARY EDUCATION

The secondary school is of six years' duration after completion of the primary school. Among its main aims is the preparation of young men for entrance to universities abroad. The most important secondary school is the school for the preparation of educational missions (students sent abroad). The other schools follow the programme of this school.

Side by side with the secondary schools are institutions for the education of primary teachers, to which students are admitted after completion of the primary school. These institutions are at Anaizah, Shaqra, Madinah, and the Saudi Institute of Learning. Graduates of all these institutions can pursue their higher education however, by entering the College of Mohammedan Law, or by joining a mission for study abroad in teacher-training institutions.

There is also a third kind of secondary school which gives a technical education to the students. The most important school of this kind is the technical school at Jiddah. The programmes of technical schools have not been finally laid down, as they are in the experimental stage. The aim is to prepare young men to meet the needs of those industries which would prove most necessary for the country.

HIGHER EDUCATION

After centuries of being deprived of higher education, the country began to realize its benefit with the founding of the College of Mohammedan Law, which it is hoped will be the nucleus of the Saudi Arabian University.

The Directorate-General of Education is fully conscious of the importance of kindergartens and special schools for the physically and mentally handicapped, and may take steps to establish these kinds of schools. It does, however, consider its main task at the present as the propagation of primary education throughout the country.

ADULT EDUCATION

The Directorate of Education has opened many classes of adult education for those whose economic position does not enable them to benefit from the day schools. It has also opened classes for the teaching of English in Mecca, Ta'if, Jiddah, Madinah, Riad and Ahsa', owing to the importance of this language in economic, commercial and literary life, as a means of raising the scientific and material level of the people and in order to open new avenues of work for adults in the offices of foreign companies, especially the Petroleum Company at Dahran.

PRIVATE INDEPENDENT SCHOOLS

There are only a handful of private schools in the country, both primary and secondary, which follow their own policies and are not connected with the public school system. The Directorate of Education is in the process of laying down regulations which will empower it to supervise and orientate the private schools and to relate their programmes and methods to the public school system, in order to unify the aim of education and to have one single school system for all. There are also some independent schools at Dahran, administered by the Arabian-American Oil Company. The Directorate of Education has established a special bureau to supervise these schools and their programmes of study, and to report to the central authority that these schools are following the main aims of education in the country.

SCHOOL BUILDINGS AND EQUIPMENT

The Directorate of Education is giving a great deal of attention to the establishment of healthy school buildings in all areas of the country. It has succeeded in doing this, particularly in the area of Ahsa' where it has specially stressed that the schools shall be well

lighted and ventilated and kept scrupulously clean, with sanitary facilities as well as special playgrounds. Perhaps the village schools meet these conditions at the present time better than the town schools. Great effort has also been expended in equipping the schools with adequate furniture, teaching equipment and textbooks.

THE TRAINING AND STATUS OF TEACHERS

The teaching profession was until recently neglected, and though the status of teachers in society was always high, their low salaries and their lack of proper training made their lives extremely burdensome. The Directorate of Education has therefore done its best to raise the salaries of the teachers, to equalize them with other Government employees in order to bolster up their moral and social standing.

Formerly, almost any person could take up teaching. The Directorate of Education has opened three new primary teachers' training colleges at Madinah, Anaiza, and Shaqra, in addition to the Saudi Institute of Learning which already had existed in Mecca, but which did not provide the country with an adequate supply of teachers. In order to raise the level of the teachers, it has also opened evening institutes for providing further training in education and psychology, as well as lectures in other subjects. In order to ensure that teachers follow the courses, the Directorate has made promotion conditional upon passing the studies of these institutes. There are now evening institutes at Anaiza, Mecca, Jibdah, Riad and Ahsa'.

Promotion of teachers follows the same lines laid down in the general regulations for all the employees of the Saudi Arabian Government. Dismissal is under the jurisdiction of the highest executive authority, as represented by the General Prosecutor. The latter bases his action on a decision of the Executive Committee, which certifies that the teacher has become unfit for teaching, for reasons which it has to specify.

Retirement is at the age of 60, in accordance with the general system of retirement for Government officials. Teachers recruited in other Arab countries are selected by their own Ministries of Education and their appointment, promotion or dismissal is carried out according to conditions laid down in their contracts. It has become necessary for Saudi Arabian education to avail itself of the services of these teachers until enough teachers are trained in the country from among Saudi Arabian citizens. Their numbers are at present as follows: Graduates of Al-Azhar in Cairo, 40; University graduates, 100; Palestinian teachers, 30.

SCHOOL HEALTH AND PHYSICAL EDUCATION

Although appreciating the great importance of physical education, the Directorate of Education has been able to put through a programme only in secondary schools, owing to the lack of physical education teachers. With the help of a few Egyptian teachers, it has started a programme of physical education, games, scouting, Swedish exercises, football and basket-ball. It must be remarked that the Bedouin life, which most of the people of the Arabian peninsula lead, embodies a great deal of normal Scouting activities which, if organized along modern lines, can be of great utility.

A school health service was included only recently, when school clinical units were opened in Mecca and Madinah. School feeding is confined to the boarding students of secondary, professional and technical schools.

YOUTH ORGANIZATIONS

No political youth organizations exist because they are considered injurious to the country. The lack of party life has also been one of the factors contributing to the non-appearance of youth movements of a political nature. The Directorate of Education, however, is cognisant of the necessity of providing for the leisure time of the students and is therefore encouraging the literary, scientific and athletic societies and clubs, particularly in secondary schools.

SPECIAL PROBLEMS

The main problems of education in Saudi Arabia are:

1. Provision of healthy school buildings for all schools, as well as the provision of an adequate supply of textbooks and equipment.
2. The need for teacher training. The lack of well-trained teachers has compelled the Directorate of Education to resort to recruiting teachers from neighbouring Arab States, particularly from Egypt, most of the secondary school teachers being from that country.

As to recent trends, the Directorate of Education is moving in the following directions:

1. Revision of the school programme and methods by experimentation and reliance on the activity of the pupils, so as to make of the school a miniature society. This can be done only by the introduction

of new educational methods, particularly by the introduction of projects and general school activities.

2. Establishment of an Institute of Education to which students will be admitted after completing their secondary education, in order to prepare well-trained primary school teachers.
3. Bringing school programmes more into line with the needs of the country, particularly as regards industrial and agricultural education. This is necessary also in order to ward off the demand of young men for Government employment and in order to fight unemployment.
4. Establishing healthy school buildings.
5. Introducing physical education in all schools at all levels, especially in primary schools, and making it compulsory as a regular part of the school programme.
6. Establishing kindergartens along modern lines.
7. Establishing the Saudi Arabian University by opening other colleges, in addition to the College of Mohammedan Law which has just been established.

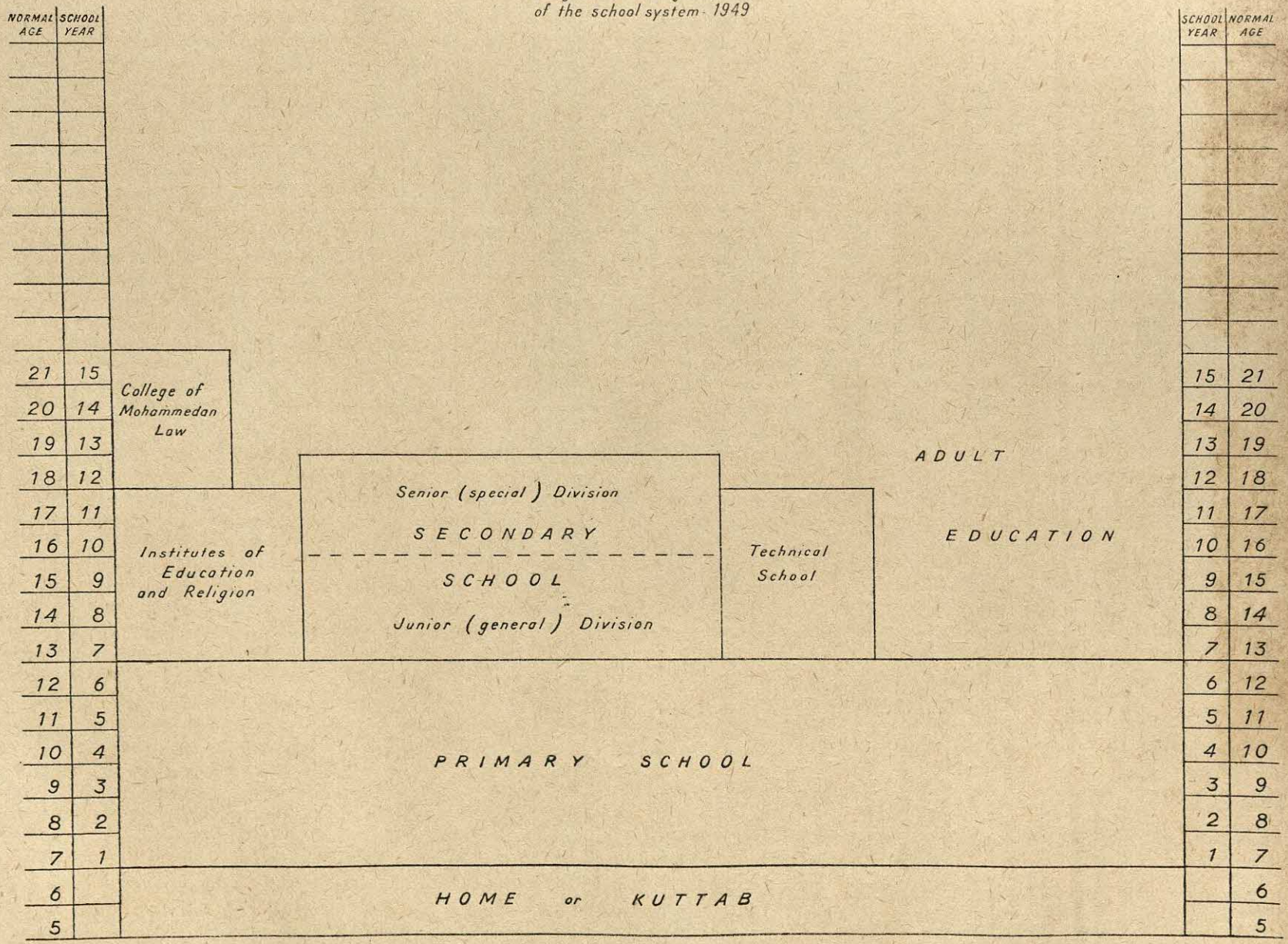
In this way, it is hoped to create a new renaissance in this land, from which light previously came to the world.

For further reference:

TRIAL, G. T. and WINDER, R. B. 'Modern Education in Saudi Arabia'. *History of Education Journal*, Vol. I, No. 3. pp. 121-33.

SAUDI ARABIA

Diagram of the organization of the school system - 1949



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course [1]
Pre-School Education				
Home or *kuttab*	4	2	—	—
Primary Education				
Primary schools	6	6	Entrance examination	Primary school-leaving certificate
Primary classes attached to secondary schools	6	6	Entrance examination	Primary school-leaving certificate
Schools for orphans [2]	6	6	Entrance examination	Primary school-leaving certificate
Secondary Education				
Academic high school:				
Junior general division	12	3	Primary school-leaving certificate (sixth primary)	Secondary certificate, Part I
Senior special division	12—15	3—6	Primary certificate and Secondary certificate, Part I (third secondary)	Secondary certificate, special course
Institutes of education:				
(Teacher training)	12	5	Primary school-leaving certificate (sixth primary)	Secondary training certificate
Institutes of religion	12	5	Primary school-leaving certificate (sixth primary)	Secondary religious certificate
Technical and vocational secondary schools	12	5	Primary school-leaving certificate (sixth primary)	Technical diploma
Higher Education				
College of Mohammedan law	17	4	Secondary training or religious certificate (fifth year of training or religious secondary schools)	Diploma in Mohammedan law

[1] All certificates and diplomas are granted upon passing State examinations.

[2] The pupils of orphan schools attend vocational classes each according to his aptitude.

91. Summary of School Statistics
Number of institutions, teachers, students and graduates in 1949

Type of education and kind of school	Institutions	Teachers	Students	Graduates
Primary				
Primary, public	164	630	19 857	1 654
Primary classes in secondary schools, public	4	31	320	50
Schools for orphans, public	3	20	220	30
Primary, private	36	194	7 315	620
Secondary				
Junior high schools, public	5	70	469	70
Senior high schools, public	1	31	327	25
Junior high schools, private	2	20	320	60
Teacher training				
Teacher training schools	3	31	200	15
Technical				
Technical and vocational schools	1	4	21	—
Schools of religion	1	12	90	18
Higher				
College of Mohammedan law	1	3	25	—

Source. Unesco questionnaire EDUC/67.
Note. The majority of these schools have been established in recent years; no comparable statistics are available for an earlier year around 1937. There are no part-time teachers or students, and no female teachers or students, in these schools. The number of graduates denotes certificates and diplomas conferred on those passing State examinations.

SPAIN

Total population
(estimate: mid-year 1949)
28 023 000

92. Summary of School Statistics
Number of institutions, teachers and students in 1935/36 and 1947/48

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1935/36		1947/48		1935/36		1947/48	
	1935/36	1947/48	Total	Female	Total	Female	Total	Female	Total	Female
Primary										
Public [1]	[2] 43 056	55 111	[2] 49 218	23 477	55 833	30 030	2 502 322	1 231 556	2 435 762	1 214 921
Private	...	[3] 5 170	...	...	20 036	14 703	...	...	640 934	352 161
Secondary										
Public, collegiate, private	...	1 029	...	...	8 846	...	124 900	39 487	212 210	74 319
Teacher training										
Normal, primary	52	53	...	...	1 364	...	10 704	4 888	24 171	17 575
Vocational and technical										
Commercial, public and private	23	35	...	...	...	...	14 366	4 471	60 055	14 807
Arts and crafts schools, public	29	42	...	...	856	...	[4] 16 747	[4] 3 388	22 885	7 054
Technical [5]	...	...	...	...	...	...	...	...	18 354	...
Trade schools, elementary	...	...	...	...	1 375	...	...	...	17 969	1 952
Fine arts and music	...	...	...	...	...	...	...	...	15 711	11 704
Higher										
Universities, public	12	12	...	...	3 281	...	29 249	2 588	46 926	6 474
Other [6]	...	...	...	...	...	...	4 280	2 624	7 642	4 854
Other										
Religious seminaries [7]	...	53	...	...	1 130	—	[4] 4 439	—	16 654	—

Source. Presidencia del Gobierno. Instituto National de Estadística. *Anuario Estadístico de España, año XXIV, 1949.* Madrid, 1950.

[1] Including pre-school, but excluding adult education.
[2] Estimated 1932-36 average.
[3] Number of reporting institutions.
[4] 1939/40.
[5] Including higher technical.
[6] Nursing, medical practitioners and midwives, attached to university faculties.
[7] Secondary and higher level.

93. Higher Education

Number of faculties, teaching staff and students enrolled and diplomas granted in 1947/48

Faculty	Number of faculties	Teaching staff	Students enrolled		Diplomas granted	
			Total	Female	Total	Female
All faculties	**55**	**3 281**	**46 926**	**6 474**	**3 934**	**515**
Science	12	760	7 356	1 625	458	122
Political sciences and economy	2	147	1 890	108	56	—
Law	12	497	14 799	389	1 306	29
Pharmacy	4	167	3 660	1 687	415	198
Arts and philosophy	12	726	3 639	2 362	251	137
Medicine	9	879	12 315	290	1 097	28
Veterinary medicine	4	105	3 267	13	351	1

Source. Presidencia del Gobierno. Instituto Nacional de Estadística. *Anuario Estadístico de España, año XXIV, 1949.* Madrid, 1950

SWEDEN

Total population
(estimate: mid-year 1949)
6 956 000

Prepared by the Swedish Unesco Committee in co-operation with the Royal Board of Education and the Royal School Commission

ORGANIZATION

ELEMENTARY SCHOOLS

There is no illiteracy in Sweden. Compulsory education for all children was introduced by the Elementary School Act in 1842. By a parliamentary decision in 1936, the period of compulsory education was extended from six to seven years, and this programme had been virtually carried into effect in the school-year 1948-49.

There is a steadily growing number of voluntary pre-schools for young children, especially in towns and industrial districts.

The compulsory school age begins at seven. Entry to school may be postponed for a year, if the child has not reached required maturity. On the other hand, a child may be permitted to enter a regular school at six, if its parents wish and if, after a medical examination and other tests, the child is found to be mature enough.

The first two classes of the compulsory elementary school form *småskolan* (the infant school or the junior elementary school). The teachers in these classes are women with special training for teaching younger children. The succeeding classes, *den egentliga folkskolan* (the elementary school proper), have about an equal number of male and female teachers.

Most of the children (*c.* 70 per cent) receive all their compulsory education in the elementary school. In the majority of school districts a seven-year course is provided, and the last compulsory school year ends at the age of 14. If, however, the pupil has not attained the required standard at that age, he may be compelled to attend school for an additional year.

One-sixth of the elementary school children belong to school districts where the term of compulsory education has been extended to eight years. In districts without the eighth school year, children who complete the seventh class and do not pass on to other schools have to attend a part time continuation school with at least 180 hours—sometimes 500 hours or more—of instruction, preparing for vocational life and other demands of society.

According to a parliamentary decision of 1950, a nine-year compulsory school will be gradually introduced.

SECONDARY SCHOOLS

About 30 per cent of the children transfer to secondary schools from the fourth or sixth class of the elementary school. The admission is generally worked out on the basis of the graded reports that the children receive in the elementary school.

The most frequent type of secondary schools is *realskolan* (the State middle school). It forms the lower part of the higher State secondary school system, organized in the seventeenth century by King Gustavus Adolphus. The middle school gives general education, but with more stress on foreign languages than the corresponding classes of the elementary school. One of its chief aims is to prepare for junior colleges and higher vocational schools. The same curricula are found in the municipal intermediate schools and in the private intermediate schools, which differ from the State middle schools only from the administrative point of view. These three types of schools lead to *realexamen* (the school-leaving examination, or the lower certificate examination) at an average age of 17. At that age the students have completed a ten-year course (six years of elementary and four years of secondary school) or a nine-year course (four years of elementary and five years of secondary school).

The practical intermediate schools have a more specialized curriculum with some vocational subjects. They are divided into a commercial, a technical and a domestic stream. These schools lead to *den praktiska realexamen* (the practical school-leaving examination, or the vocational lower certificate).

The practical and the municipal intermediate schools had their origin in the people's secondary schools *(högre folkskolor)*, which are still in existence.

The lower classes of the municipal girls' secondary schools and the corresponding private schools offer mainly the same courses as the middle schools. The higher classes give more emphasis to hygiene, psychology, and home economics. The course is two years longer than that of the middle school.

The people's colleges *(folkhögskolorna)* belong to the secondary school level regarding most of the subjects. In civics and economics however, they often reach the level of higher education. These colleges are attended by young farmers and workers (average age about 20) with elementary school background. The schools offer summer or winter courses, one-, two- and three-year, and aim at giving the students a general education, making them familiar with their country, and developing their sense of social responsibility. People's colleges play a prominent role in adult education. Some of them are sponsored by popular movements or societies, while some are established by districts or counties.

GYMNASIUMS

After the school-leaving examination the student may pass on to the upper part of the higher State secondary school. This part is called gymnasium (upper State secondary school, or junior college). It offers a three-year course leading to *studentexamen* (the university entrance examination, or the higher certificate examination). It is possible, however, to choose another way to this examination: from the last class but one in the middle school or intermediate school the student may transfer to a four-year stream in the gymnasium. It is also possible to pass from a girls' school to the gymnasium.

There are two main lines in the gymnasium: the classical and the modern. Besides, there are technical and commercial gymnasiums.

SPECIAL SCHOOLS

There are special schools with general and vocational education for children who are blind, deaf-mutes, crippled or mentally defective. In many places, normal children, with inferior ability, are taught in auxiliary classes, where the courses are less comprehensive and the number of children more restricted. Vocational schools have been organized for juvenile delinquents.

VOCATIONAL SCHOOLS

Vocational training schools on various levels are linked up to the elementary school, the middle school and the gymnasium.

The apprentice and trade schools for students with elementary school background ought to be mentioned first. They are generally administered by municipalities and provide training for industry, commerce and home economics, mostly at evening courses or short courses. Full-time courses of five months or more are given in workshop schools for industry and in some commercial and domestic schools. This type of course is also offered by schools for farming, market gardening, dairying, forestry, etc.

Schools requiring a background of higher general education, e.g., middle school training, are the teachers' training colleges for elementary school teachers, the schools of nursing and midwifery, the schools of navigation and the technical and commercial gymnasiums just mentioned. Some of these institutions are also attended by students who have passed the university entrance examination. Their instruction is almost on the university level. This applies even more to the social institutes, the central gymnastic institute and the colleges of music and art.

UNIVERSITIES

Two of Sweden's four leading universities, Uppsala (founded in 1477) and Lund (1668), are complete in the European sense, i.e., with faculties in theology, law, medicine and philosophy (arts and science). As for the two others, Stockholm University at present teaches law, arts and science, and Göteborg University arts, science and medicine. Besides, there are a number of more special institutes for advanced studies (commerce, technology, dentistry, medicine, veterinary medicine, forestry and agriculture), all of which have the right to confer a doctor's degree. They are mainly situated in Stockholm and Göteborg.

On the whole, Swedish universities have most in common with the continental universities, and the studies largely correspond to those carried on in the graduate schools of American universities.

Students having passed the *studentexamen* after finishing the gymnasium are admitted to the four leading universities without entrance tests, whereas the other schools generally test the applicants before admission. The method of study at the Swedish universities is very free, most of the work consisting of private reading and attendance of a limited number of compulsory lectures and seminars. The scholastic standard is high, and the courses require intensive

application. Combining studies with outside work is rare and is not encouraged.

The teaching staff of the universities comprises full professors, who are permanent holders of academic chairs, and assistant professors or lecturers, called *docenter*, whose active service is more temporary.

In the faculties of philosophy the average time needed for taking the lower degrees of *fil.kand.* or *fil.mag.* (compulsory for teachers of secondary schools) is about five years. After another three to five years of study the student may take *fil.lic.* (corresponding to Ph.D.), and after publishing and publicly defending a thesis he may be promoted to *fil.dr.*, the degree of doctor. There are corresponding degrees at the other faculties and schools.

ADULT EDUCATION

Adult education in Sweden has developed in intimate connexion with the growth of the popular movements: the trade unions, the labour party, the co-operative, temperance, Free Church and farmer movements. This is most obvious in the case of the study circles, which now have more than 300,000 members a year. The circles work either under the guidance of an instructor or by themselves, and some do correspondence school courses or follow a study programme broadcast by the Swedish radio. Subjects range from English and music to trade-union procedure.

For a long time, Sweden's adult education had little contact with the universities. The university students have now, however, taken up a kind of university extension work.

Two of the leading correspondence institutes are privately owned, and two are operated by popular movements.

Three different types of public lecture programmes receive Governmental support: individual popular science lectures, series of lectures delivered over two successive evenings, and more comprehensive popular educational courses, consisting of 10 to 30 lectures.

In most municipalities there is at least one municipal library, and besides there are often public libraries, owned and operated by educational associations and popular movements. The public libraries contain more than 12 million volumes.

LEGAL BASIS OF EDUCATION

Most of the Swedish schools have been established by municipalities, counties or by the Government. Organization and normative curricula for those schools are regulated by the Government.

Regulations and curricula for public instruction are promulgated by the Cabinet, the 'King in Council'. Parliament, however, exercises the final authority in economic matters, and as most educational reforms involve finance, the plans generally must be approved by Parliament. Thus in the spring of 1950 Parliament passed a bill concerning the long-term planning of Swedish education.

ADMINISTRATION AND FINANCE

The final determining authority in administrative matters concerning education is the Cabinet, acting on proposals by the Minister of Education. Responsible to the Cabinet but acting with considerable administrative independence are two boards: the Board of Education and the Board of Vocational Education. The latter inspects most of the vocational training schools of industry, commerce and home economics.

Some of the vocational training schools are subordinate to other ministries and their boards; thus the Board of Agriculture is in charge of schools of agriculture, and the Medical Board of the training of nurses. Pre-school education is supervised by the Social Board. Universities are self-governing in many respects, but act under the control of the University Chancellor and indirectly under the Ministry of Education and the Cabinet.

The elementary schools are supervised by the Board of Education, through 52 inspectors, each with an inspection district of his own.

Each municipality has a board for elementary schools with the right to appoint teachers, handle economic matters of the schools, etc.

The administration of the individual schools is in the hands of the headmaster, a post generally held by a teacher with pedagogical and administrative ability. His time is divided between administrative work and teaching.

The financial responsibility for the elementary schools is divided between the Government and the municipalities. The Government supplies the greater sum, among other things the teachers' salaries.

Vocational and non-vocational secondary education and higher education are operated by the Government, county councils, municipalities, associations and foundations. The publicly-owned schools are the most numerous.

The universities of Uppsala and Lund, and many of the specialized universities or institutes, e.g., the universities of technology, are totally supported

by the Government. On the other hand the general and the commercial universities at Stockholm and Göteborg are partly State-supported, partly supported by their home cities and private endowments.

Adult education receives public grants, considerably increased since 1947, but most of the administration work is carried out by independent associations or other private groups.

INDEPENDENT SCHOOLS

Independent schools play only a secondary role in Sweden, as compared with many other countries. There are, however, a number of private schools on the secondary and higher level, both for general and for vocational education.

The independent schools are seldom owned by individuals, nor are there any chains of schools belonging to strong organizations. The schools are generally owned or sponsored by associations or groups of people interested in education, one or a few schools established by each group. Most of the private schools receive public grants and are inspected by the public boards.

In some cases private schools have been pioneers as regards methods of teaching, but as a rule, teaching methods, aims, curricula and training of teachers are the same both in the private and in the public school systems.

SOCIAL WELFARE AND THE SCHOOL

The school medical service is operated by school doctors and school nurses. These are generally part-time posts: a county medical officer acts as school doctor and a district nurse as a school nurse. In the larger towns there are also full-time school doctors and nurses. The school medical service is primarily preventive. All new pupils are given a medical examination. In addition, general class-inspections are arranged at regular intervals, and a more continuous medical check is kept on children who are delicate or ill or who have been exposed to infection. Special importance is attached to tuberculosis tests for both children and teachers.

State grants are made for free school meals for the pupils in the elementary and continuation schools. In the State secondary and similar schools, meals are provided for pupils who want them for social reasons or reasons of health.

State grants are made for children's holiday colonies, for holiday activities, and under certain conditions, for free travel for children and those looking after them.

Since 1946 students who have to attend schools in other communities than their own in order to get secondary education receive grants of up to 500 Swedish crowns a year for the boarding costs. Supplementary grants of 540 crowns a year, subject to a means test, are given to students of secondary schools.

Public elementary education is free, textbooks, material and other costs being paid by public grants. Some secondary schools also offer their students free textbooks. The fees in the public secondary schools and higher schools are low, and students from families with low incomes are completely exempted from fees.

SCHOOL BUILDINGS AND EQUIPMENT

The school buildings in Sweden are of many different types, ranging from small wooden houses in sparsely populated communities to city school palaces, designed by representative architects. By providing the school districts with designs for school buildings, etc., the Board of Education strives to contribute an improvement of the general standard of buildings, as far as the present resources permit.

With regard to the well-being of the students and to teaching efficiency, educational authorities maintain that a school should not be too big. But high prices of land and shortage of suitable sites often cause cities to build large schools with an enrolment of 600 to 1,000 students.

The Government gives subsidies not only for buildings but also for equipment and supplies, especially in order to help poor country communities. Yet much still remains to be done to raise the standard of the study material. A Government committee has proposed considerably increased subsidies for the school libraries. The equipment of the secondary schools and the large elementary schools is generally very good, especially regarding the departments of natural science. With Government aid, an ever increasing number of schools install film projectors and radio equipment.

TEACHERS

Swedish teachers on all levels enjoy a high degree of social prestige. The elementary school teachers, 35 per cent of whom are male, are very often civic leaders in their communities, active in political work, in the local branches of the popular movements, in

adult education, etc. The secondary school teachers have a good scientific training, and many of them are among the best experts in their subjects in Sweden.

The teachers of the elementary schools have to be graduates of State-owned teachers' colleges. These colleges offer a two-year course for graduates from the junior colleges (gymnasiums), and a four-year course for graduates from middle schools.

Secondary school teachers in theoretical subjects must hold at least a Master's degree. Teachers in subjects exercising skills receive training at special institutes. The principal teachers of the junior colleges have to be Ph.Ds., but many teachers with Master's degree also teach in these colleges. At the people's colleges teachers of theoretical subjects are also required to have academic degrees.

The elementary school teachers are so-called class-teachers, i.e., they teach all or most subjects, whereas the teachers with academic degrees give instruction in a couple of related subjects.

The elementary school teachers are appointed by the local school boards on the proposal of elementary school inspectors, and enjoy life tenure. The State secondary school teachers are appointed by the Government and become regular teachers with life tenure after some years of service, including one year of supervised teaching at special State secondary schools.

After three, six and nine years a teacher's salary is raised to a moderate degree. Some of the teachers may rise to headmasters, superintendents and inspectors. It is not possible to dismiss a regular teacher, unless he has broken the criminal law or made very grave mistakes in his work. After reaching retiring age teachers receive State regulated pensions.

ROLE OF YOUTH GROUPS

An investigation a few years ago showed that 75 per cent of the students in classes corresponding to junior college belonged to at least one club. About 24 per cent belonged to clubs for sports, 18 per cent to clubs for art or science and similar academic subjects, 14 per cent took part in Scouting, 10 per cent in temperance and social education, 8 per cent in military training and 3 per cent in groups for political activity.

At the universities the students have a choice of still more clubs. Many students join academic organizations in different fields, or political organizations, while social clubs play only a secondary role.

Still more important is the activity of the great youth organizations, which have members both in and outside the schools, above all the political, temperance and religious organizations. Study circles play an important role in these organizations, thus making their members acquainted with the forms and methods of free democratic adult education.

TRENDS

During the 1940's the Swedish school problems have been investigated by two royal committees, the 1940 School Committee and the 1946 School Commission. On the basis of their reports, running to more than 5,000 pages, a Government proposal was prepared and submitted to Parliament in 1950.

Parliament approved the following long-term programme for the development of the educational system:

Compulsory schooling shall be extended to nine years, of which the last year will be used for vocational training for most students.

The different school systems, the elementary school, the continuation school, the people's secondary school, the State middle school and the municipal intermediate school, shall be superseded by a comprehensive school to the degree shown to be expedient by projected educational experiments.

Extensive experiments are expected to show suitable forms of organization and work for the comprehensive school. For this purpose the Board of Education and the State Institute for Educational Psychology shall receive greater resources.

English shall be taught from the fifth class of the comprehensive school. Two other languages shall be optional subjects, but compulsory for students who aim at higher studies: German from the seventh class and French from the ninth.

Vocational guidance shall be given in classes 7 and 8. In class 9 a large group is to receive preparatory vocational training, other students are to get practical training of a general nature and still other theoretical instruction, preparing them for the gymnasium (junior college).

A new gymnasium division, a general stream, shall be established, where social studies will be given more emphasis. Gymnasiums for adults and gymnasiums linked to the comprehensive school are also projected.

The system of annual fees at the State secondary schools, and at equivalent municipal schools of secondary education, shall be abolished in an order to be determined later.

Necessary economic steps shall be taken to give every student access to an education that corresponds to his personal abilities and to the needs of the society.

The great problem to be solved during the 1950's is to raise the number of teachers and to construct more school buildings in order to meet the demands of a rapid rise in the number of children of school age. This rise is caused by the development of the population and is independent of the educational reform plans.

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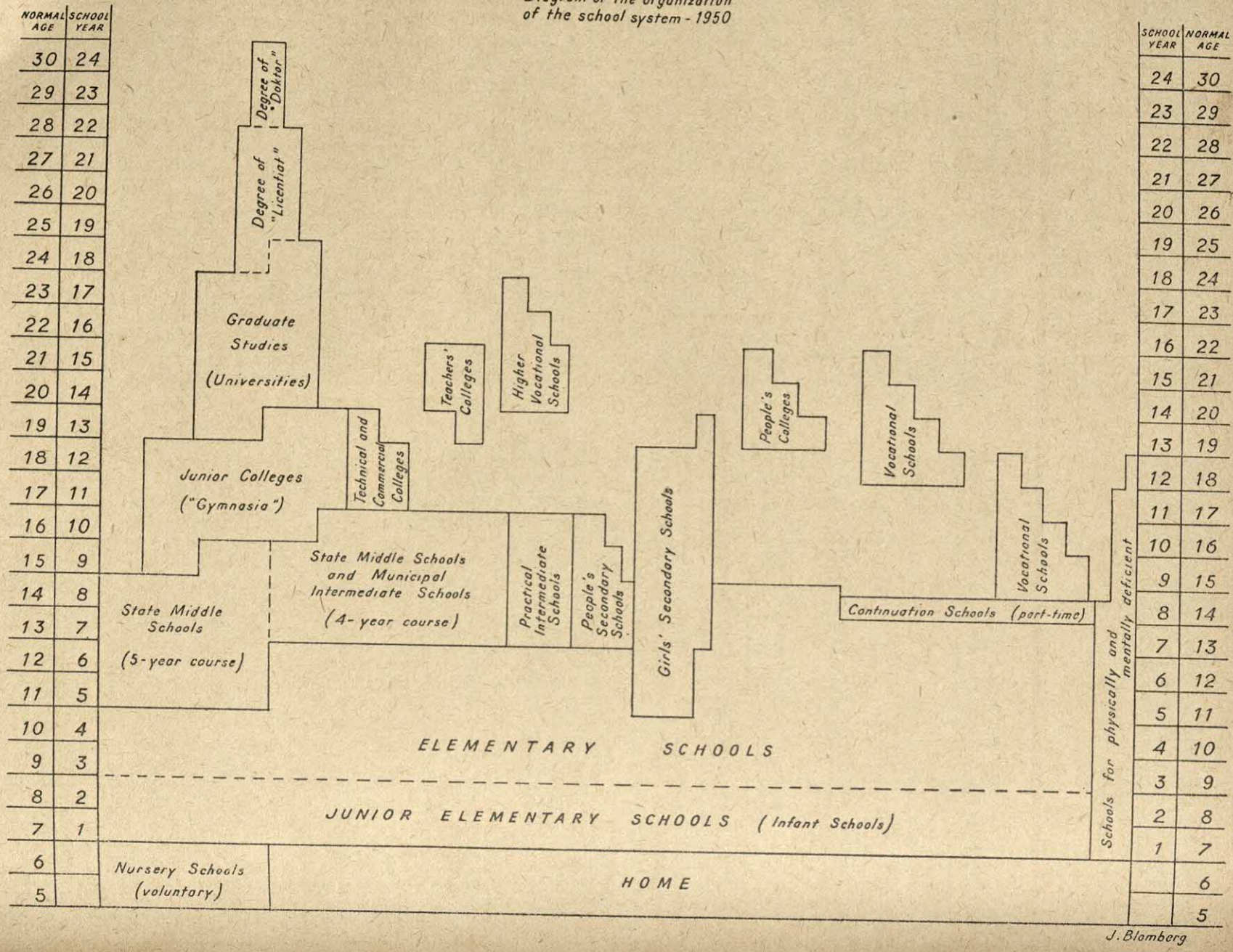
SWEDEN

Diagram of the organization of the school system - 1950



J. Blomberg

Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Nursery schools, kindergartens *(Daghem, lekskolor)*	2—6	1—5		
Primary Education				
Elementary schools, classes 1—6 *(Folkskolor)*	7	6		
Nomad schools (for Lapps) *(Nomadskolor)*	7	6		
Schools at hospitals	7	Varying		
Preparatory classes at independent secondary schools	7	4		
Secondary Education				
Elementary schools, classes 7—8 *(Folkskolor)*	13	1—2	6th year of elementary school	
Middle schools, intermediate schools *(Realskolor, mellanskolor)*	11 and 13	5 and 4	4th or 6th year elementary school	School-leaving exam. *(Realexamen)*
Practical intermediate schools and practical streams *(Praktiska mellanskolor och inbyggda praktiska linjer)*	13	4	6th year of elementary school	Practical school-leaving exam. *(Praktisk realexamen)*
People's secondary schools or higher elementary schools *(Högre folkskolor)*	13	2—4	6th year of elementary school	
Girls' secondary schools *(Högre flickskolor)*	11 and 13	7 and 6	4th or 6th year elementary school	Normal school standard *(Normalskolekompetens)*
People's colleges *(Folkhögskolor)*	18—22	1—3	Elementary school	—
Lower vocational schools for industry *(Anstalter för lägre yrkesutbildning för industri och hantverk)*	14—19	½—4	Elementary school	—
Lower vocational schools for commerce *(Anstalter för lägre yrkesutbilding för handel)*	14—19	½—2	Elementary school	—
Lower vocational schools for domestic work *(Anstalter för lägre yrkesutbildning för husligt arbete)*	14—19	½—2	Elementary school	—
Vocational schools for agriculture and forestry *(Yrkesutbildningsanstalter för jordbruk och skogsbruk)*	14—21	½—3	Elementary school	—
Schools for fine arts *(Skolor för konstnärlig utbildning)*	15—22	½—2	Elementary school	—
Vocational training in public enterprises and institutions *(Yrkesutbildning inom offentliga företag och institutioner)*	14—25	½—1	Elementary school	—
Private vocational schools, not subject to public control *(Privata yrkesskolor, ej under statlig kontroll)*	Varying	Varying	Elementary school	—
Higher Education				
(a) Non-degree-granting-colleges: Junior colleges *(Gymnasier)*	15—17	4 and 3	Middle school	Higher certificate or university entrance *(Studentexamen)*
Technical colleges *(Tekniska läroverk)*	16—18	2—3	Middle school	*(Ingenjörsexamen)*
Special higher vocational schools for industry *(Särskilda skolor för yrkesutbildning inom industri och hantverk)*	17—21	1 and 2	Middle school	Various
Commercial colleges *(Handelsgymnasier)*	16—18 19—20	2 and 1	Middle school or junior college	*(Handelsgymnasieexamen)*
Training colleges for elementary and infant school teachers *(Folkskoleseminarier och Småskoleseminarier)*	18—14	4 and 2	Middle school or junior college	*(Folkskollärar- och småskollärarexamen)*

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Training colleges for nursery school teachers *(Förskoleseminarier)* . .	20	2	Middle school (sometimes: junior college, girls' secondary school, people's college)	*(Barnträdgårdslärarinneexamen)*
Domestic economy colleges and handiwork colleges *(Skolköksseminarier och handarbetsseminarier)*. . . .	20	1—3	Middle school, (sometimes: junior college, girls' secondary school, people's college)	Various
Gymnastic institutes *(Gymnastikinstitut)*.	20	2	Middle school (sometimes: junior college, girls' secondary school, people's college)	*(Gymnastikdirektör, (Gymnastiklärarexamen,* etc.*)*
Colleges for fine arts *(Högre skolor för konstnärlig utbildning)* . . .	18	2—5	Middle school (sometimes: junior college, girls' secondary school, people's college)	*(Musikdirektör, Musiklärarexamen Teckningslärarexamen,* etc.*)*
Social institutes *(Socialinstitut)* . .	21	2	Middle school (sometimes: junior college, girls' secondary school, people's college)	*(Socionomexamen, DSI)*
Schools for nurses, midwives, etc. *(Sjuksköterske- och barnmorskeskolor)*	19—22	1—4	Middle school (sometimes junior college, girls' secondary school, people's college)	*(Sjuksköterskeexamen,* etc.*)*
Colleges for Free Church leaders *(Skolor för ledare inom frikyrkosamfunden)*.	20—23	2—4	Middle school (sometimes: junior college, girls' secondary school, people's college)	Various
Higher schools for agriculture, forestry, fishing, navigation *(Högre skolor för jordbruk, skogsbruk, fiske, navigation)*	18—24	1 and 2	Middle school (sometimes: junior college, girls' secondary school, peoples' college)	*(Sjökaptens-/styrmans-/skogsmästarexamen,* etc.*)*
Higher vocational training in public enterprises and institutions *(Högre yrkesutbildning inom offentliga företag och institutioner)*.	20—30	½—3	Middle school (sometimes: junior college, girls' secondary school, people's college)	Various
Higher private vocational schools, not subject to public control *(Högre privata yrkesskolor, ej under statlig kontroll)*	Varying	Varying	Middle school (sometimes: junior college, girls' secondary school, people's college)	—
(b) Degree-granting colleges, universities and higher technical and professional schools:				
Faculties of theology *(Teologiska fakulteter)*	19	5, 9 and 12	Junior college *(Gymnasium)*	*(Teol.kand/Teol.lic./Teol.dr.)*
Faculties of law *(Juridiska fakulteter)*	19	5, 9 and 12	Junior college *(Gymnasium)*	*(Jur.kand/Jur.lic./Jur.dr.)*
Faculties of philosophy (arts and science) *(Filosofiska fakulteter-humanistiska och naturvetenskapliga)* .	19	4½, 5½, 9 and 12	Junior college *(Gymnasium)*	*(Fil.kand./Fil.mag./Fil.lic./Fil.dr.)*
Faculties of medicine *(Medicinska fakulteter)*	19	3, 9 and 12	Junior college *(Gymnasium)*	*(Med.kand/Med.lic./Med.dr.)*
Universities of dentistry *(Tandläkarhögskolor)*	19	1 and 5	Junior college *(Gymnasium)*	*(Odont.kand./Tandläkare-examen)*
University college of pharmacy *(Farmaceutiska Institutet)*. . . .	19	1+pr. and 4+ practice	Junior college *(Gymnasium)*	*(Farm.kand./Apotekare-examen)*

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
University of veterinary science *(Veterinärhögskolan)*	19	3, 7 and 10	Junior college *(Gymnasium)*	*(Vet.kand./Veterinär-examen/Vet.med.dr.)*
Universities of technology *(Tekniska högskolor)*	19	4, 9 and 12	Junior college *(Gymnasium)*	*(Civ.ing./Tekn.lic./Tekn.dr.)*
University of agriculture *(Lantbrukshögskolan)*	19	3+pr., 7+pr. and 10+ practice	Junior college *(Gymnasium)*	*(Agronom-examen/Agr.lic./Agr.dr.)*
University of forestry *(Skogshögskolan)*	19	3½+pr., 7½+pr. 10½+pr.	Junior college *(Gymnasium)*	*(Civiljägmästare-examen/Skog.lic./Skog.dr.)*
Universities of commerce *(Handelshögskolor)*	19	3, 9 and 12	Junior college *(Gymnasium)*	*(Civilekonom-(Ekonom)examen, DHS, DHG/Ekon.lic./Ekon.dr.)*

94. Summary of School Statistics

Number of institutions, teachers and students in 1936/37 and 1948/49

Type of education and kind of school	Institutions		Teachers[1]				Students enrolled[2]			
			1936/37		1948/49		1936/37		1948/49	
	1936/37	1948/49	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Nurseries and kindergartens, public	—	492	—	—	1 434	1 434	—	—	18 583	...
Nurseries and kindergartens, private	225	107	*600	*600	*314	*314	*6 800	...	4 041	...
Primary										
Elementary, classes 1-6, public	[3] 14 083	[3] 11 768	[4] 27 014	[4] 18 553	[4] 25 296	[4] 17 172	559 857	272 563	523 151	254 715
Nomad schools for Lapps	28	12	30	24	22	15	422	192	393	207
Schools at hospitals, public	—	29	—	—	...	...	—	—	743	...
Preparatory classes in secondary schools, private[5]	*33	*6	*90	*90	*33	*33	*2 269	*1 693	*872	*651
Secondary										
Elementary, classes 7-8, public	[3]...	[3]...	[4] 1 044	[4] 462	[4] 3 386	[4] 1 512	23 223	11 255	70 205	34 184
Middle and intermediate, public	188	233	[6] 1 929	[6] 519	[6] 2 735	[6] 859	44 651	17 077	63 655	27 752
Practical intermediate and people's secondary schools, public	85	127	403	193	526	236	8 206	4 920	12 160	6 948
Girls' secondary, public	26	47	274	269	625	615	6 003	6 003	16 388	16 388
People's colleges, public	34	34	225	62	244	86	3 812	2 358	4 658	3 211
Gymnasia, public	60	91	[6] 808	[6] 178	[6] 785	[6] 234	11 996	3 414	15 014	5 905
Middle and intermediate, private	13	12	[6] 133	[6] 101	[6] 121	[6] 48	3 152	1 341	4 141	1 895
Girls' secondary, private	53	[7] 10	447	360	47	35	9 940	9 940	1 053	946
People's colleges, private	22	36	135	41	206	65	1 988	1 132	3 406	2 173
Gymnasia, private	26	22	[6] 171	[6] 137	[6] 140	[6] 52	2 977	1 235	3 276	1 448
Teacher training										
For elementary school teachers	20	32	151	50	226	52	1 173	608	5 587	3 444
For nursery school teachers	6	6	6	6	10	10	270	270	330	330

94. Summary of School Statistics *(continued)*

Type of education and kind of school	Institutions		Teachers[1]				Students enrolled[2]			
			1936/37		1948/49		1936/37		1948/49	
	1936/37	1948/49	Total	Female	Total	Female	Total	Female	Total	Female
Technical										
Secondary:										
Lower vocational (industry, commerce and domestic work)[8]	196	428	*656	*272	*1 168	...	7 657	...	16 599	5 315
Agriculture and forestry	107	111	255	92	396	165	2 745	864	4 305	1 735
Fine arts	3	3	56	19	10	2	987	215	627	279
Vocational training in public enterprises	47	68	346	—	465	25	3 979	—	3 997	—
Private vocational[9]	...	*47	...	...	...	...	...	...	*6 456	...
Higher:										
Technical and commercial	16	27	156	2	228	9	2 193	444	5 445	553
Domestic economy and handiwork	8	8	42	42	46	45	379	379	453	453
Gymnastic institutes	3	2	18	11	17	10	189	167	255	214
Fine arts	6	9	38	7	6	—	758	...	1 030	...
Schools of social work	1	3	1	1	12	5	218	124	811	350
Nursing, midwifery, etc.	33	43	75	69	100	88	2 701	2 667	4 312	4 173
Agriculture, fishing, etc.	8	9	31	—	40	—	704	1	777	1
Vocational for industry	3	4	10	1	16	2	186	24	401	43
Vocational training in public enterprises	10	14	58	4	103	6	1 072	101	2 646	657
Private vocational[10]	...	*9	...	...	...	...	...	...	*1 680	...
Colleges for Free Church leaders	4	4	12	—	13	—	188	16	186	10
Higher										
Universities	5	5	352	4	511	14	8 540	1 628	9 742	2 740
Specialized colleges and institutes[11]	9	10	172	—	321	2	2 830	173	4 884	441
Special										
Schools for the blind	4	4	43	29	37	24	368	...	241	97
Schools for deaf-mutes	11	12	90	44	119	58	666	...	691	...
Schools for cripples	5	5	70	39	77	36	752	...	792	...
Schools for mental defectives	35	41	251	214	272	253	2 202	881	2 135	863
Schools for juvenile delinquents	40	37	...	...	169	74	*1 494	*501	1 575	242

Source. Unesco questionnaire EDUC/67.

[1] Only full-time teachers, i.e. who give instruction for at least 20 hours per week, are included. In addition, there were the following numbers of part-time teachers:
in elementary and secondary schools: 1936/37—5,176 (2,022 female); 1948/49—8,986.
in higher education: 1936/37—1,744 (469 female); 1948/49—3,618 (775 female).

[2] Full-time only. There were, in addition, the following numbers of part-time students:
in secondary and continuation schools: 1936/37—156,743 (76,298 female); 1948/49—114,056.
in lower vocational schools: 1936/37—38,146 1948/49—47,237 (all female).
in higher education: 1936/37—606 (260 female); 1948/49—564 (242 female).

[3] As of the years 1935 and 1945, as school buildings are counted every fifth year. The numbers refer to all public elementary schools including classes 7-8.

[4] Numbers of teachers for classes 1-6 and for classes 7-8 represent an estimated distribution of all elementary school teachers in proportion to the number of students at each level.

[5] Including schools not under public control; the number of such schools in 1948/49 was between 20 and 25, with a total enrolment of about 2,500 students. Corresponding figures for 1936/37 are not available.

[6] Where schools under the same administration provide education at both middle and intermediate levels, the numbers of teachers have been distributed in proportion to the number of classes at each level.

[7] Including one co-educational school.

[8] Only full-time students—i.e. attending whole-day courses, extending over 5 months or more—have been included.

[9] Schools of industry, commerce, domestic work and fine arts, not subject to public control.

[10] Schools of industry and commerce, not subject to public control.

[11] Colleges and institutes of dentistry, pharmacy, veterinary science, technology, agriculture, forestry and commerce.

95. Age and Sex Distribution of Students in all schools in 1945

Age in years	Number of students enrolled			Percentage of students enrolled, by age for each sex			Percentage of population at each age enrolled in school		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
All ages	**783 900**	**417 300**	**366 600**	**100.0**	**100.0**	**100.0**	...	...	...
Under 6	20 000	10 000	10 000	2.6	2.4	2.7	...	...	...
6	6 800	3 400	3 400	0.9	0.8	0.9	3	3	3
7	89 600	45 200	44 400	11.4	10.8	12.1	99	99	99
8	89 000	45 000	44 000	11.4	10.8	12.0	100	100	100
9	85 300	43 000	42 300	10.9	10.3	11.5	100	100	100
10	82 900	43 100	39 800	10.6	10.3	10.9	100	100	100
11	81 000	40 700	40 300	10.3	9.8	11.0	100	100	100
12	78 000	40 100	37 900	10.0	9.6	10.3	98	98	98
13	73 500	37 700	35 800	9.4	9.0	9.8	87	87	87
14	35 300	18 300	17 000	4.5	4.4	4.6	42	43	41
15	21 500	11 100	10 400	2.7	2.7	2.8	25	25	25
16	18 500	9 700	8 800	2.4	2.3	2.4	21	22	21
17	15 300	8 500	6 800	2.0	2.0	1.9	17	18	16
18	12 200	7 100	5 100	1.6	1.7	1.4	14	16	11
19	11 100	7 000	4 100	1.4	1.7	1.1	12	15	9
20	8 600	5 300	3 300	1.1	1.3	0.9	9	11	7
21	7 400	4 700	2 700	0.9	1.1	0.7	7	9	5
22	7 600	5 300	2 300	1.0	1.3	0.6	7	10	5
23	7 400	5 400	2 000	0.9	1.3	0.5	7	10	4
24	6 900	5 300	1 600	0.9	1.3	0.4	6	9	3
25 and over	26 000	21 400	4 600	3.3	5.1	1.3	...	...	...

Source. Unesco questionnaire EDUC/67.
Note. Estimated figures, calculated from a sampling at the census of 1945.

96. Higher Education
Number of teachers, students and degrees awarded, by faculty and by sex, in 1948/49

Faculty	Number of faculties	Teachers			Students enrolled			Degrees awarded		
		Total	Male	Female	Total	Male	Female	Total	First degrees	Licentiates and doctorates
All faculties	**22**	**832**	**816**	**16**	**14 626**	**11 445**	**3 181**	**2 937**	**2 314**	**623**
Theology	2	31	31	—	452	429	23	101	84	17
Law	3	30	30	—	1 664	1 438	226	249	239	10
Philosophy (arts and science)	4	319	306	13	5 831	3 705	2 126	907	710	197
Medicine	3	131	130	1	1 795	1 430	365	460	238	222
Dentistry	2	47	46	1	728	546	182	271	166	105
Pharmacy	1	10	9	1	268	89	179	157	139	18
Veterinary science	1	19	19	—	197	187	10	85	52	33
Technology	2	191	191	—	2 408	2 372	36	486	475	11
Agriculture	1	22	22	—	244	239	5	40	32	8
Forestry	1	13	13	—	82	82	—	22	22	—
Commerce	2	19	19	—	957	928	29	159	157	2

Source. Unesco questionnaire EDUC/67.
Note. Data refer to the universities of Uppsala, Lund, Stockholm and Göteborg, the Royal Caroline Medico-Surgical Institute, and higher colleges and institutes; only full-time teachers and students are included.

97. Public Expenditure on Education in 1948/49
(in thousand kronor)

Source of revenue	Total	Central administration	Pre-school and primary education	Secondary education	Higher education	Other
Public School Education[1]	**709 200**	**5 200**	**[2]417 000**	**166 000**	**95 000**	**26 000**
Contributions from the Central Government	469 200	5 200	252 000	119 000	83 000	10 000
(a) from budget of Ministry of Education.	(443 000)	(5 000)	(250 000)	(110 000)	(75 000)	(3 000)
(b) from budget of all other Ministries	(26 200)	(200)	(2 000)	(9 000)	(8 000)	(7 000)
Contributions from provincial Governments[3]	13 000	.	...	12 000	...	1 000
Contributions from local authorities[3]	220 000	.	165 000	30 000	10 000	15 000
Fees	7 000	.	...	5 000	2 000	—
Interest on endowments, gifts, etc.	...	...	...	...	...	...
Independent School Education[1]	**35 200**	.	**1 200**	**20 000**	**6 000**	**8 000**
Subsidies or grants-in-aid from public funds	32 000	.	1 000	18 000	5 000	8 000
Fees	3 200	.	200	2 000	1 000	.
Revenue from endowments, gifts, etc.	...	...	...	...	...	...

Source. Unesco questionnaire EDUC/67.
Note. Official exchange rate in 1948: kr.3.60=$1.00.

[2] Excluding interest and revenue from endowments, gifts, etc. Excluding contributions from provincial governments, and fees, both of which are included under secondary education.
[3] Estimates based on financial statistics for 1947.

SWITZERLAND

Total population
(estimate: mid-year 1949)
4 640 000

Based on a report by the Swiss National Commission for Unesco

ADMINISTRATION OF EDUCATION

The extreme diversity of the school system is explained by the fact that Switzerland is a Confederation of 25 sovereign States within the framework of the 1848 federal Constitution and the amendment of 1874. Schooling is strictly the preserve of the cantons, with the federal Constitution intervening only to impose (Article 27) the principle of compulsory primary education, free in public schools and placed entirely under the control of the civil authorities. Private education is allowed but it is subject to the control of educational authorities where children under 15 or 16 years of age are concerned. Each of the 25 States is at liberty to adapt schooling to the particular needs of its population and its financial resources. Consequently Switzerland has 25 Departments of Education and as many sets of school laws. In the field of education, as elsewhere, legislators have respected regional variations which have arisen from the cultural traditions and steady individual development of each canton. And yet among elements so various—at times contradictory—one may detect a very real unity of education.

ORGANIZATION OF THE PUBLIC SCHOOL SYSTEM

Despite the different terms used, the broad pattern of school organization in all cantons has the following form: at first three or four years of the common school (*l'école unique*, from 7 to 10-11 years of age), the foundation of the child's education. At this point comes the first split into two streams: primary education or education of the first degree (up to 15 or 16 years), and alternatively, secondary education (the 'second degree', lasting to 18 or 19 years), and subsequently the university or higher technical or economic schools. Lastly, parallel with secondary education but planned differently and of more recent origin, there is placed continuation technical education (beginning at 15 years of age). This shows a uniformity of structure that is somewhat more marked because it is regulated by federal laws on apprenticeship, but the organization of schools rests with the cantons. As the name indicates, education is given within the framework of the craft or vocation.

PRIMARY EDUCATION

It may be useful to recall that the Swiss primary school is not an inferior type of secondary school, with the final classes cut off. It is complete in itself, designed for this end: to provide children and adolescents, through methods carefully adapted to their abilities, with an education that corresponds to the needs of those who will go out to earn their living—as farmers, apprentices or office workers—on completing the period of compulsory education. The primary school is thus the foundation of all vocational education.

Some municipalities provide an infant class of one year's duration (from 6 to 7 years of age). Pre-school education (from 4 to 6 years of age) is not compulsory; but as kindergartens increasingly become a necessity, especially in industrial centres, the urban municipalities treat them more and more as attachments of the primary school.

No federal regulation is made for curricula, textbooks or the final examination. These matters are decided by the educational authorities of each canton, the degree of autonomy of local authorities varying from canton to canton. The Confederation intervenes only by establishing certain minimum standards of schooling and by allotting subventions to help the cantons carry out their obligation for primary education.

SECONDARY EDUCATION

This level contains two parallel streams, differing considerably in the subjects taught and the training given to pupils, but both opening up the possibility of higher education. They are:

Colleges and gymnasia (names vary from canton to canton, but correspond to the same thing). The curricula at every stage are shaped by the conditions laid down for the secondary school certificate examination *(examen de maturité)*.

The teaching of these schools is conceived as a preparation for university studies in the traditional faculties of theology, law, arts, medicine, science. The schools therefore make some specialization by grouping literary studies (humanities) and scientific. At 18 or 19 years, pupils take the 'maturity' examination (or *baccalauréat*) which gives them access to the university or the federal polytechnical school.

Here again, cantons are entirely responsible for the choice of curricula and textbooks. But since the final examination of each canton complies with prescriptions made for the federal 'maturity' examination (namely type A, Latin-Greek; type B, Latin-modern languages; type C, mathematics-science), it is the federal *Commission de Maturité* which in practice controls secondary education.

Higher commercial schools and secondary technical schools. Although an agricultural country in the past, Switzerland is now considerably industrialized and agriculture employs only 25 per cent of the workers. This change has had its effects on education. In response to the need there have been set up, at the secondary level, schools which give adolescents a general education along with either vocational training (such as commercial schools and schools of administration) or practical technical skills (such as the secondary technical schools). Pupils prepare for qualifying diplomas or for the commercial 'maturity' examination. The entrance age is 14 years for commercial, 15 years for technical schools; and courses last from three to five years according to the branch studied. This secondary vocational education leads on to a corresponding higher education where technical diplomas and the *licence* and *doctorat* in economic and social science may be obtained.

HIGHER EDUCATION

Switzerland has seven cantonal universities: Basel, Berne, Lausanne, Geneva, Zürich, Neuchâtel, Fribourg. Higher education is also given at the Federal Polytechnic in Zürich (the only school run by the Confederation) and the school of advanced commercial studies in St-Gall.

TECHNICAL EDUCATION

This is designed for pupils whose intentions or aptitudes are not suited to secondary or academic courses. The earliest federal laws on the subject date from 1884, 1891 and 1895. Technical training may be obtained in one of two ways: in vocational schools proper, or by a practical apprenticeship combined with technical courses.

Most vocational schools give their pupils a continuous full-time course for several years; practical training in workshops is complemented by classroom work based on a fixed curriculum. The schools are supported by the Confederation, cantons, municipalities, and often by private associations as well. Courses are directed to all occupations: agriculture, crafts, industry, commerce.

The authorities are also concerned with regulating conditions of apprenticeship in private enterprises. The federal law of 26 June 1930 on technical training, enforced from 1 January 1933, lays down conditions of apprenticeship in private enterprises concerned with crafts, industry, transportation, commerce and similar fields of economic activity. Today the regulation is extended to 170 occupations or trades, i.e., it covers some 95 per cent of the cases of apprenticeship. Continuation courses are open to apprentices who have left school and are 15 years of age. Apprentices are required to pursue regularly the technical courses relating to the curriculum established for their trades. The employer has to enrol the apprentice for examinations prescribed by law.

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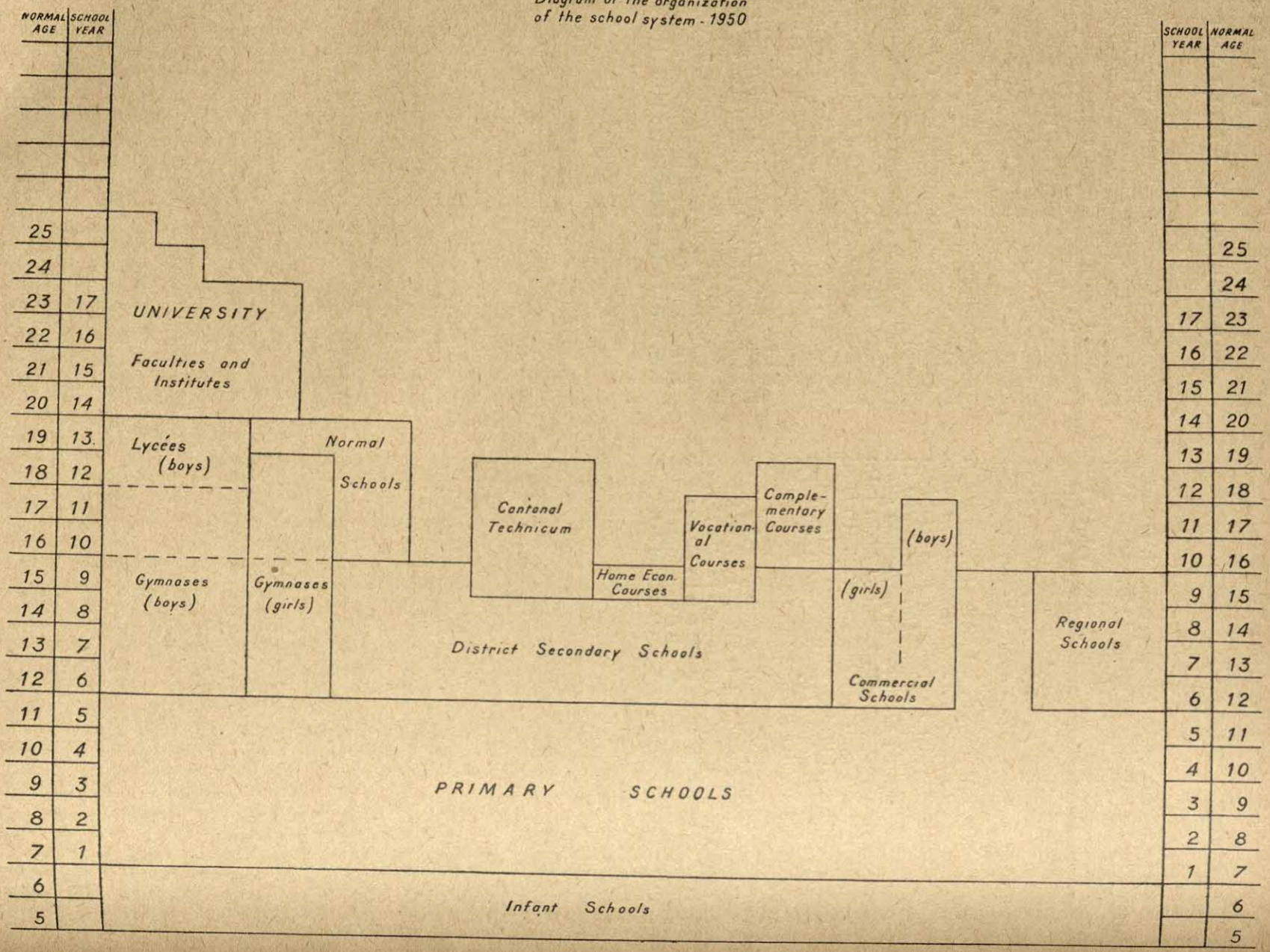
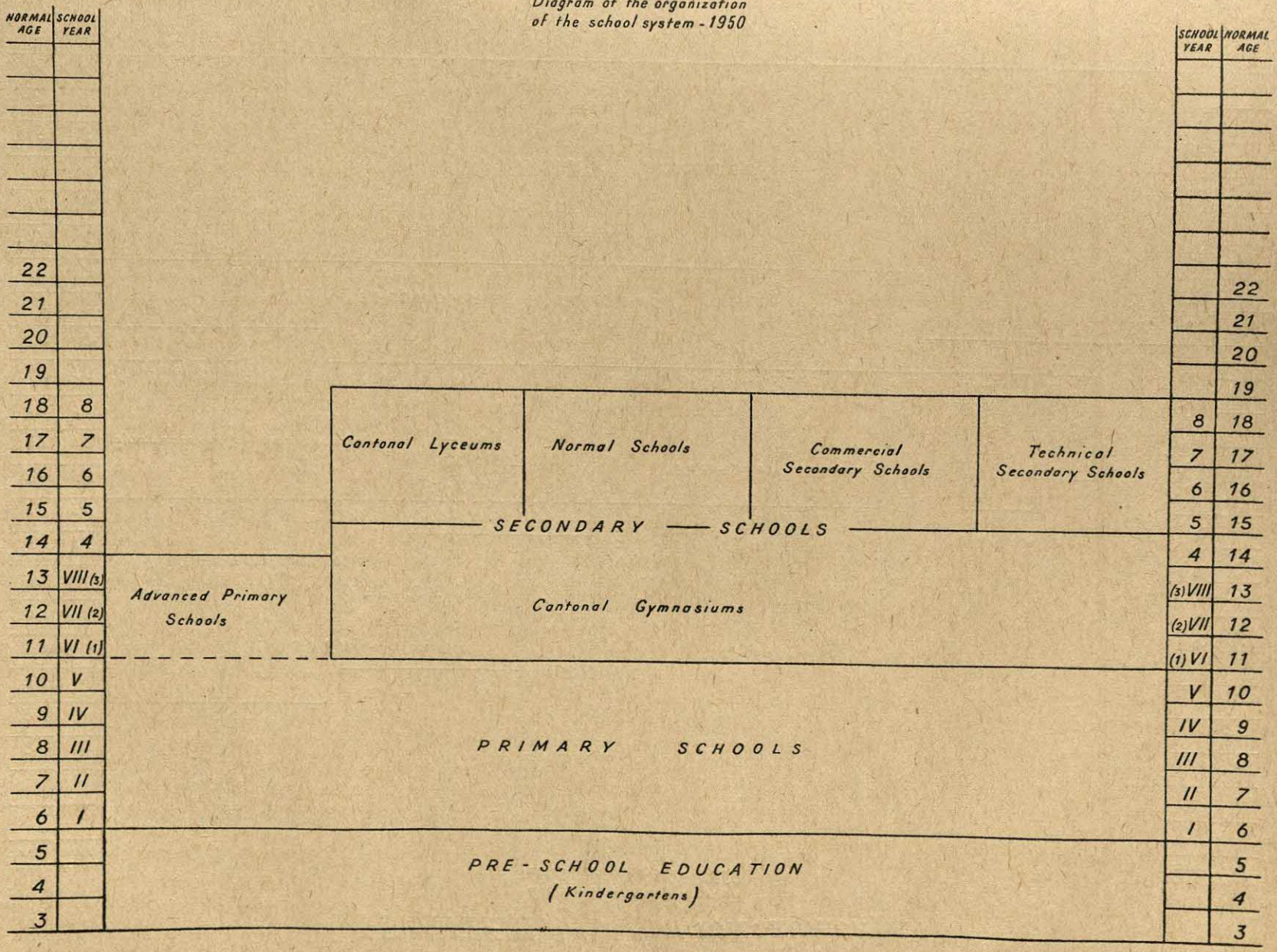
SWITZERLAND (CANTON: FRIBOURG)

Diagram of the organization of the school system - 1950



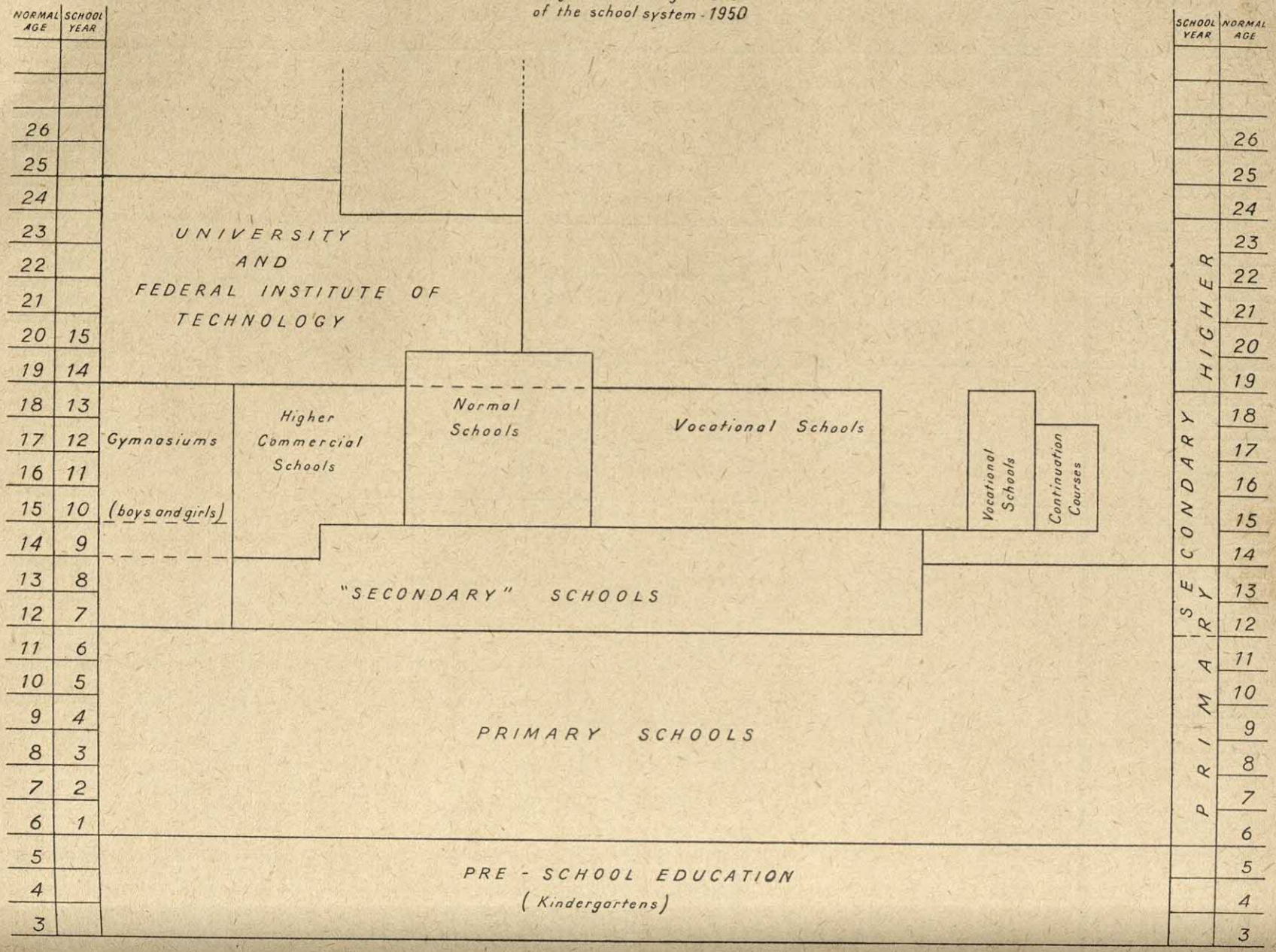
SWITZERLAND (CANTON: TICINO)

Diagram of the organization of the school system - 1950



SWITZERLAND (CANTON: ZÜRICH)

Diagram of the organization of the school system - 1950



Classification of Schools
Canton of Fribourg (French speaking)

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Infant schools *(écoles enfantines, écoles frœbeliennes, crèches)*	4—5	2	Home	—
Primary Education				
Primary schools	7	6 or 9[1]	optional 2-year infant or home	
Regional schools *(écoles régionales)*[2]	12	4	6th primary	School-leaving diploma
Secondary Education				
District secondary schools *(écoles secondaires de district)*:				
Literary section	12	4	6th or 5th primary	School-leaving diploma
Commercial section	12—13	3	6th or 5th primary	School-leaving diploma
Agricultural section	12—13	3	6th or 5th primary	School-leaving diploma
Vocational secondary schools: *(écoles secondaires professionnelles)*	12	4	6th or 5th primary	School-leaving diploma
Home economics school *(école ménagère)*	15	2	2nd secondary	Proficiency certificate
Agricultural school	16	1—2½	2nd secondary	Diploma in agronomy Proficiency certificate
School for nurses	16—18	1—3	Secondary school	Certificate *(brevet)* of nurse
Cantonal technicum *(école technique et école des arts-et-métiers)*	15	4	2nd secondary plus, for technical section, federal proficiency certificate	Technician's diploma—architect, electrician, mechanic, etc.
Normal school (primary teachers)	12	8 (7 for women)	2nd secondary	Primary teaching certificate *(brevet)*
Cantonal college:				
Literary section	12	8 (7 for women)	5th or 6th primary	*Baccalauréat (maturité)* Latin-Greek
Commercial section	12	6 (4 for women)	5th or 6th primary	*Baccalauréat (maturité)* commerce, diploma
Technical section	12	8	5th or 6th primary	*Baccalauréat (maturité)* Latin-sciences
Post-School Education				
Complementary courses *(cours complémentaires)*	16	3	Primary-secondary to age of 16	Leaving certificate
Vocational courses (for apprentices)	15	3	Primary-secondary to age of 15	Leaving certificate
Home economics courses	15	80 days consecutive or spread over 6 months	Primary-secondary to age of 15	—
Higher Education				
University of Fribourg:	20	Nominal period		
Faculty of theology:		3	Classical college	*Licence, doctorat, habilitation*
Institute of missionary studies		—	Classical college	—
Faculty of law:				
Pure law		3	Classical college	*Licence, doctorat, habilitation*
Economic sciences		2	Classical or sec. comm. school	*Licence, doctorat, habilitation*
Faculty of arts		3—4	Classical college	Secondary teaching, gymnastic-teaching diploma
Faculty of science:				
Natural science		3—4	Classical or tech. section or normal school	Secondary teaching, gymnastic-teaching diploma
Medicine		2½	Classical or tech. section or normal school	1st and 2nd year, federal pre-medical
Veterinary science		1	Classical or tech. section or normal school	1st year, federal pre-medical
Pharmacy		1½	Classical or tech. section or normal school	1st year, federal pre-medical

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
International institute of social and political science		—	Post-graduate	—
Institute of curative pedagogy . . .		2	Classical college or normal school	Diploma /doctorate in curative pedagogy

[1] Six years if pupils go on to secondary education; nine if they remain at primary school until the school-leaving age si reached—16 for boys, 15 for girls.

[2] Regional schools are higher primary schools set up in communities that are far from a secondary school. Maximum course, 4 years. Programmes are approximately at secondary level.

Classification of Schools
Canton of Ticino (Italian speaking)

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Kindergartens *(case dei bambini)* . .	3	3		
Primary Education				
Lower primary schools *(scuole elementari di grado inferiore)*	6	5	Kindergartens	Certificate *(certificato di licenza del grado inferiore)*
Higher primary schools [1] *(scuole elementari di grado superiore* and *scuole maggiori)*	11	3	Lower primary	Leaving certificate *(certificato di proscioglimento* or *certificato di licenza della scuola maggiore)*
Secondary Education				
Secondary school, lower cycle *(ginnasio cantonale)*	11	4	Higher primary	Certificate *(attestato di licenza ginnasiale)*
Secondary school, higher cycle *(liceo cantonale)*	15	4	*Ginnasio*	'Maturity' diploma *(diploma di maturità)*
Commercial school *(scuola cantonale di commercio)*	15	4	*Ginnasio*	Diploma *(diploma di licenza in scienze commerciali)*
Normal school *(scuola magistrale cantonale)*	15	4	*Ginnasio*	Certificate *(patente di maestro elementare)*
Technical school *(scuola cantonale dei capimastri)*	15	4	*Ginnasio*	Foreman's certificate *(licenza)*
Technical school *(scuola cantonale dei meccanici)*	15	4	*Ginnasio*	Mechanic's certificate *(attestato di meccanico)*

[1] The higher primary school is termed a *scuola maggiore* if the pupils between 11 and 14 years of age are grouped separately from those in the lower classes.

Classification of Schools
Canton of Zürich (German speaking)

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Infant schools *(Kleinkinderschulen, Kindergärten)*	3—5			
Primary Education				
Primary schools *(Primarschulen)*	6	8	Home and infant school	Quarterly and leaving certificates
Secondary Education				
Lower secondary schools *(Sekundarschulen)*	12	3	Primary school	Quarterly and leaving certificates
Higher secondary and vocational schools *(Höhere Mittel-und Fachschulen):*				
Gymnasia, higher schools for girls *(Gymnasien, Töchterschulen)*	12	4—6½	Primary school	'Maturity' diploma
Higher schools of commerce *(Handelsmittelschulen)*	15	3—4½	Lower secondary	'Maturity' and diploma
Normal schools *(Lehrerbildungsanstalten)*	15	5	Lower secondary	Proficiency certificate
Schools of arts and crafts	15	2—4	Lower secondary	Various diplomas
Technical and commercial schools				
Agricultural schools				
Home economics schools				
Social school for girls				
(Höhere Schulen für die Berufsbildung in Gewerbe, Industrie, Handel, Landwirtschaft, Hauswirtschaft, Soziale Frauenschulen)				
Higher Education				
University of Zürich (all faculties)	18	4—6	Higher secondary	University degrees: licenciate, doctorate, State examinations

98. Summary of School Statistics

Number of institutions, teachers and students in 1936/37 and 1948/49

Type of education and kind of school	Institutions [1]		Teachers				Students enrolled			
			1936/37		1948/49		1936/37		1948/49	
	1936	1949	Total	Female	Total	Female	Total	Female	Total	Female
Primary										
Primary schools	3 060	[2] 3 060	13 656	5 475	14 136	5 460	471 438	232 625	434 498	214 373
Secondary										
General secondary schools	...	...	1 891	230	2 305	290	50 534	24 835	54 973	27 107
Junior middle schools [3]	129	129	941	158	970	137	24 558	9 546	23 614	9 559
Gymnasia (senior middle schools) [3]	108	108	1 357	198	1 195	211	[4] 14 143	[4] 3 488	13 212	4 466
Technical and vocational [5]	89	89	...	...	...	...	...	...	21 112	9 215
Higher										
Universities	7	7	...	...	1 360	...	...	...	13 195	2 120
Other [6]	2	2	...	...	[7] 442	...	...	...	4 153	160

Source. Federal Statistical Office. *Annuaire Statistique de la Suisse, 1949*; additional data from the Federal Statistical Office in Berne, 1950.
Note. Unless otherwise stated data refer only to public institutions and to full-time teachers and students.

[1] School boards.
[2] Number of communities managing own schools.
[3] Data for 1948/49 is not comparable with 1936/37.
[4] Including private schools.
[5] Excluding teachers' training and agricultural courses.
[6] Federal Polytechnic, Zürich, and Commercial University, St. Gallen.
[7] Including *Privatdozenten* and assistants.

99. Higher Education

Number of teachers, students and diplomas awarded, by faculty, sex and nationality, in 1948/49

Faculty	Number of faculties	Teachers	Students enrolled				Diplomas (doctorates and licenciates) awarded			
			Total	Female	Swiss	Foreign	Total	Female	Swiss	Foreign
Universities, all faculties	**33**	**1 360**	**13 195**	**2 120**	**9 466**	**3 729**	**1 356**	...	**1 099**	**257**
Theology	7	95	728	40	365	363	38	...	29	9
Law[1]	7	217	3 764	355	2 938	826	326	[2] 11	308	18
Medicine[3]	5	369	3 228	413	2 340	888	316	[2] 27	221	95
Arts[4]	7	340	2 702	956	1 759	943	411	[2] 26	324	87
Science[5]	7	339	2 773	356	2 064	709	265	[2] 7	217	48
Other institutions, all faculties	**12**	**[6]442**	**4 153**	**160**	**3 218**	**935**	**827**	**17**	**647**	**140**
Architecture	1	...	436	37	333	103	52	5	38	14
Engineering	2	...	1 838	3	1 268	570	297	1	226	71
Chemistry and pharmacy	2	...	613	86	488	125	156	3	132	24
Agriculture and forestry	3	...	455	5	423	32	136	3	120	16
Mathematics, physics and natural sciences	2	...	365	23	316	49	72	3	68	4
Military art	1	...	52	—	52	—	—	—	—	—
Commerce	1	76	394	6	338	56	74	2	63	11

Source. *Annuaire Statistique de la Suisse, 1949*; additional data from the Federal Statistical Office in Berne.
Note. Data refer to the universities of Basle, Berne, Fribourg, Geneva, Lausanne, Neuchâtel and Zürich, the Federal Polytechnic in Zürich and the Commercial University of St. Gallen.

[1] Including political sciences, economics and social sciences, higher commercial studies, transport and administration.
[2] Doctorates only.
[3] Including dentistry with 213 (19 female) students, veterinary medicine with 194 (3 female) students, and pharmacy with 39 (14 female) students.
[4] Including 64 (11 female) students in social and political sciences.
[5] Including engineering with 423 (4 female) students, pharmacy with 138 (62 female) students, medicine with 155 (12 female) students, architecture with 125 (10 female) students, and dental and veterinary medicine with 37 students.
[6] Including *Privatdozenten* and assistants.

100. Public Expenditure on Education in 1948/49

(thousand Swiss francs)

Source of revenue	Total	Primary education	Secondary education	Vocational training	Middle schools	Higher education
Public School Education	**456 189**	**251 103**	**63 891**	**69 280**	**33 656**	**28 258**
Contributions from the Federal Government	...	4 232	...	12 730	1 978	6 927
Contributions from Cantonal Governments	209 296	101 193	30 508	26 895	24 973	25 727
Contributions from communities	195 517	144 389	31 708	15 015	3 931	474
Other sources[1, 2]	25 508	1 289	[1, 2] 1 674	[2] 14 640	[2] 2 775	5 130

Source. Konferenz der Kantonalen Erziehungsdirektoren. *Bestandes und Finanzstatistik über das offentliche Schulwesen der Schweiz*, 1949.
Note. Official rate of exchange in 1948: Sw.fr.4.31=U.S.$1.

[1] Contributions from Federal Government.
[2] Contributions from associations, individuals, revenue from endowments and fees.

SYRIA

Total population
(estimate: mid-year 1949)
3 135 000

Prepared by the Ministry of Public Instruction, Damascus

LEGAL BASIS OF EDUCATION

The new Syrian Constitution, of 5 October 1950, defines in Article 28 the objectives of education: to bring up a sturdy new generation, healthy in body and mind, believing in God, sound in morals, instructed in and proud of the Arab cultural heritage, conscious of their rights and duties, working for the public good and imbued with a spirit of solidarity and fraternity.

The role of the Government is to implement a stable policy evolved by a Higher Council of public instruction. New laws are being prepared for putting the new Constitution into effect. Some details will be given below as instances of recent trends.

Law No. 121, of 21 December 1944, defines the functions of the Ministry of Public Instruction and prescribes its activities. All educational regulations and programmes are based on this law.

ADMINISTRATION AND FINANCE

Public education is centralized under the control of the Ministry of Public Instruction. The Ministry comprises a central directorate headed by a Secretary-General. He is assisted by directors of secondary and vocational education, primary education, physical education, the chairman of a committee for education and instruction and a chief inspector. Departments and divisions are in the charge of these officials. Other departments direct staff matters, accounting, school buildings, archives, statistics and public examinations. The council of directors in the central administration meets frequently to study and settle the various legislative problems that arise. Another council, of provincial directors of education, meets once a year to discuss the situation in their areas.

The inspectorate is composed of two sections: one for secondary education is quartered in Damascus; the other for primary education has members in each province. The nine provinces of Syria are linked to the central directorate by regional directors of education, each of whom represents the Minister and controls the schools of his region.

The budget for education is growing annually to keep pace with an increasing demand for schooling; at present it amounts to £S24,747,000 (17.2 per cent of the general budget). The Ministry of Public Instruction provides the funds for public education: primary, secondary, higher, the antiquities service, the Arab Academy; and t makes subventions to private schools.

ORGANIZATION OF THE PUBLIC SCHOOL SYSTEM

PRE-SCHOOL EDUCATION

Kindergartens serve to prepare children for the primary school; as yet the enrolment is low.

PRIMARY EDUCATION

This is compulsory and free; all schools must follow the same programme. A budgetary priority is to be given to primary education so that the constitutional equality of all Syrians may be established in reality. Primary education is to be extended throughout the country within 10 years from the time that the new Constitution came into force. A detailed plan will be put into effect in successive stages, with credits provided by legal enactment.

The types of primary schooling vary with the aims that are envisaged.

The general primary school gives children the rudiments of culture by developing them intellectually,

morally and physically and by awakening their civic sense.

The orphan schools have the same aim, and the children also learn a craft or trade.

Rural agricultural schools resemble the general primary schools but the curriculum for the fourth and fifth years contains elementary agriculture, both theoretical and practical.

Tribal schools for nomads provide in the fourth and fifth year for knowledge adapted to the conditions of desert life.

Elementary schools give a course of four years suited to life in the small villages.

SECONDARY EDUCATION

Secondary and vocational education are free in State schools. Vocational education has priority in the budget of the Ministry. These two elements of secondary education—general and vocational—are separated in the school system.

General secondary education falls into two stages:

Intermediate education designed to give pupils a certain level of general culture which can be of later use. Courses last four years and lead to a general continuation certificate.

Preparatory education schools provide pupils with the general background they need before starting university studies. The three sections—literary, scientific, girls'—lead to a *baccalauréat*. Courses last two years.

Vocational schools are similarly graded at two levels. Vocational continuation schools (for boys and girls) give pupils training in a craft as well as in general subjects. The course lasts four years and leads to a vocational certificate.

Preparatory technical schools (for boys) comprise both general subjects and the theory and practice of technical subjects; pupils may then go on to higher technical education or, if they lack the opportunity, start working as skilled technicians. The course of two years leads to a vocational *baccalauréat*.

Commercial schools are comparable to the technical. They comprise:

Commercial intermediate education, with a curriculum of general subjects, book-keeping, elementary commerce and economics, so that pupils may take up posts in business firms. Studies last four years and lead to a commercial certificate.

Preparatory commercial education combines general and commercial subjects and prepares pupils for higher education or posts in the commercial world.

TEACHER TRAINING

Primary normal schools train men and women teachers for primary and elementary schools by a three-year course. The entrance requirement is an intermediate school certificate; after 1950-51, students with a *baccalauréat* will be allowed to complete the course in one year.

Rural normal schools give a three-year course to prospective rural teachers, and require entrants to have passed the second year of continuation school. The first diplomas will be conferred in 1952.

HIGHER EDUCATION

This includes the following faculties and institutions:

Arts and letters (four years) qualifies for the licenciate in letters which comprises four certificates—Arabic, philosophy, history or geography.

Science (four years) leads to a licenciate in sciences with mathematics, physics, chemistry, zoology and botany as subjects. The licenciate consists of four certificates.

The higher normal school (four years) leads to a diploma of proficiency in secondary school teaching which is taken along with the licenciate in letters or sciences by those who complete a specialized course in teaching. As from 1950-51 entry to the normal school will be limited to students already possessing the licenciate, and they will thus require a fifth year to obtain the diploma of proficiency.

Law and economics taught in the faculty of law (four years) leads to a licenciate in law. The fourth year is devoted to specialization in one of these certificates: private law, public law, commercial law.

The engineering school (four years) leads to a diploma in engineering. Courses fall into these sections: physical science and mathematics; civil engineering; mechanical and electrical engineering, architecture.

Medical Education. The faculty of medicine, with a seven-year course, the first, preparatory, year being taken at the faculty of science. The degree of doctor in medicine is conferred after a thesis has been sustained.

The dental school (four years) leads to a licenciate in dentistry. The degree of dental surgeon is conferred only after a thesis has been presented.

The school of pharmacy requires four years, the

first or preparatory being taken at the faculty of science. The school grants a diploma in pharmacy and, on completion of a thesis, the degree of pharmaceutical chemist.

The nursing school, with a course of three years, leads to a continuation certificate. Those passing are given the title of nurse.

The midwifery school draws pupils from the nursing-school. At the end of a year's study a diploma in midwifery may be obtained.

Special schools are also attached to various Ministries: Public Works (veterinary school), Health and Public Welfare (hygiene schools), Agriculture (agricultural schools) and the Service of Wakfs (theological schools).

The present tendency is to place these schools under the control of the Ministry of Public Instruction.

ADULT EDUCATION

Private organizations are engaged in literacy campaigns. The Ministry of Public Instruction provides them with assistance and subventions and makes school buildings available for them to carry on their activities.

Article 160 of the new Syrian Constitution lays down that the illiteracy problem should be solved within a period of 10 years, and credits will be made available to bring this about. A Bill on the subject is being prepared.

PRIVATE SCHOOLS

The Government controls all schools in the country. Private primary and secondary schools have to follow official curricula, but they are allowed to teach supplementary subjects fixed by law.

SCHOOL BUILDINGS

The Ministry of Public Instruction undertakes to provide its own schools with equipment and school supplies. Credits are set aside for erecting new buildings and repairing old ones.

TRAINING AND STATUS OF TEACHERS

Primary school teachers are trained in the elementary and primary normal schools. Teachers for secondary schools are recruited from students of the higher normal school and from graduates of the Syrian University or of foreign universities.

Teachers are usually selected competitively. However, because of the large numbers of vacancies, secondary teachers are also appointed on short-term contracts or part-time basis.

Promotion takes place from each scale to the next higher at two-yearly intervals, by order of merit. Beginners spend two years on probationary service, after which they are given normal or 'licensed' status.

Teachers retire on reaching 60 years of age or on completing 40 years of service. Those with 25 years of service may also retire at their own request. Pension rights are available after 15 years of service; before that time a teacher receives only an indemnity.

SCHOOL HEALTH SERVICES AND PHYSICAL EDUCATION

A doctor is attached to one or more schools to take care of the pupils' health.

Each primary and secondary school has a teacher of physical education. The Boy Scout movement is also to be found in all these schools. Games specialists visit schools for the purpose of coaching pupils, and matches are organized to encourage the sports movement. Preparatory military training is given during the first two years of the secondary course.

SPECIAL PROBLEMS AND RECENT TRENDS

The Syrian people are showing a growing eagerness for education. At the start of each school year children and adolescents flock to enrol in the primary and secondary schools and in the university. Although the Government spares no effort to satisfy this healthy demand, it is unable to succeed completely; nevertheless, statistics bring out the progress that has been achieved, especially since the ending of the French mandate. The Ministry of Public Instruction intends to solve the problem of teacher shortage by setting up normal schools of varying levels, by in-service training, and by study missions abroad. All school books for primary classes and some for secondary classes were printed this year at the Ministry's expense; this will be developed for other works.

Curricula are being revised at present to comply with the spirit of the new Constitution.

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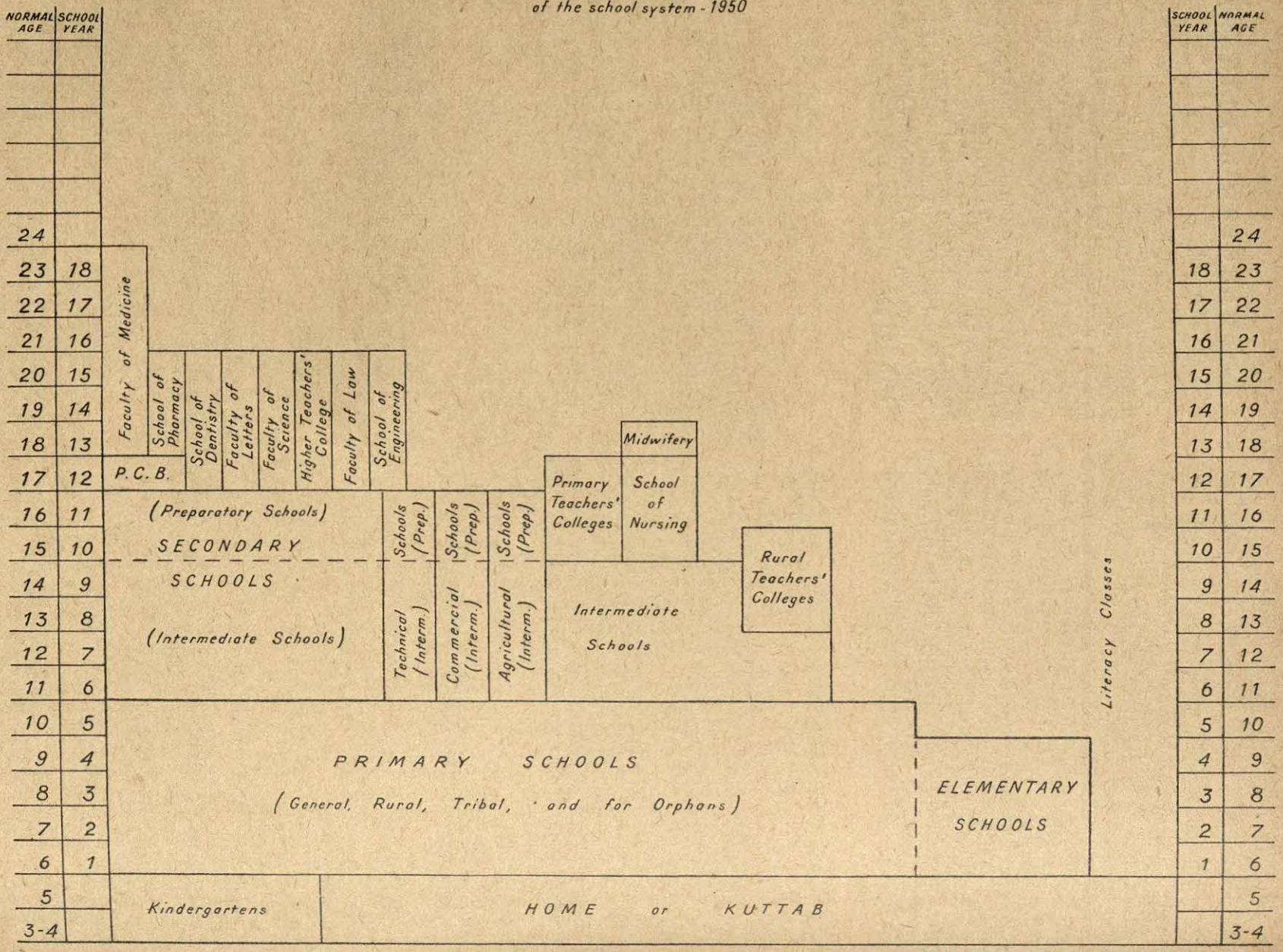
SYRIA

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Kindergartens	3	3	—	
Primary Education				
Elementary schools	6	4	—	Testimonial by the director of primary education
Primary schools (general, rural, tribal or for orphans)	6	5	—	Certificate of primary studies
Secondary Education				
General intermediate schools	11	4	Primary school	General intermediate (complementary) certificate
Vocational intermediate schools (technical, commercial, agricultural)	11	4	Primary school	*Brevet* (technical, commercial, agricultural)
General preparatory schools	15	2	General intermediate school	Baccalaureate (literary, scientific, feminine)
Vocational preparatory schools (technical, commercial, agricultural)	15	2	Approp. vocational intermediate schools	Baccalaureate (technical, commercial, agricultural)
Rural teachers' colleges	13	3	After 2nd year intermediate	Certificate of proficiency in teaching—rural
Primary teachers' colleges	15	3	General intermediate school	Certificate of proficiency in teaching—primary
School of nursing (faculty of medicine)	15	3	General intermediate school	Nursing certificate
School of midwifery (faculty of medicine)	19	1	Nursing school	Certificate of midwifery
Higher Education				
The Syrian University:				
Faculty of letters	17	4	Baccalaureate	Licence in letters
Faculty of science	17	4	Baccalaureate	Licence in science
Higher teachers' college	17	4	Baccalaureate	Diploma of proficiency in secondary teaching
Faculty of law	17	4	Baccalaureate	Licence in law
School of engineering	17	4	Baccalaureate	Diploma in engineering
Faculty of medicine	17	7	Baccalaureate	Doctor of medicine
School of dentistry	17	4	Baccalaureate	Doctor of dental surgery
School of pharmacy	17	4	Baccalaureate	Pharmacist or pharmaceutical chemist

101. Summary of School Statistics
Number of institutions, teachers and students in 1936/37 and 1949/50

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1936/37		1949/50		1936/37		1949/50	
	1936/37	1949/50	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Kindergartens (public, private and foreign)	1 165	758	1 165	...	794	...	34 629	4 944	31 185	6 835
Primary										
Public	321	1 267	963	...	4 061	1 125	41 885	12 275	176 971	44 643
Private	279	288	...	...	1 827	826	30 536	8 698	48 167	17 645
Foreign	34	40	...	...	344	222	2 528	1 315	6 524	3 150
Secondary										
Public	7	46	...	...	1 196	265	1 747	228	18 729	4 802
Private	7	56	...	...	847	139	617	39	7 348	1 355
Foreign	12	18	...	...	268	67	1 482	230	2 428	858
Teacher training										
Normal schools	3	5	...	...	125	27	66	7	619	175
Technical										
Vocational (public, private and foreign)	12	8	...	...	75	3	1 082	374	1 605	206
Higher										
Universities	...	1	...	...	142	...	...	...	2 205	413

Source. Unesco questionnaire EDUC/67.
Note. Data refer only to full-time institutions, teachers and students.

102. Age Distribution of Students
in primary, secondary and higher education in 1949/50

Age in years	Students enrolled	
	Number	Percentage
All ages	**265 704**	**100.0**
Under 6	1 934	0.7
6	17 966	6.8
7	73 988	27.8
8	49 966	18.8
9	39 686	14.9
10	28 580	10.8
11	20 678	7.8
12	9 206	3.5
13	6 719	2.5
14	5 249	2.0
15	5 295	2.0
16	1 913	0.7
17	2 319	0.9
18-24	2 205	0.8

Source. Unesco questionnaire EDUC/67.
Note. Total number of students excludes children in private kindergartens.

103. Higher Education
Number of students and graduates, by faculty, in 1949/50

Faculty	Number of faculties	Students enrolled		Graduates
		Total	Female	
All faculties	**6**	**2 205**	**413**	**581**
Medicine	1	467	102	[1] 52
Law	1	1 005	115	352
Engineering	1	79	3	18
Arts	1	152	69	70
Science	1	162	24	15
Pedagogy	1	340	100	74

Source. Unesco questionnaire EDUC/67.
Note. Data refer to the University of Syria, and includes only full-time students. The teaching staff, for which distribution by faculties is not available, consists of 142 full-time professors and 53 visiting lecturers.

[1] Of which 31 in medicine, 20 in pharmacy and 1 in dentistry.

THAILAND

Total population
(estimate: mid-year 1949)
17 987 000

Based on a report by the Thai National Commission for Unesco, Bangkok

LEGAL BASIS OF EDUCATION

Elementary education is compulsory for children within the age group of 7 to 14 years and instruction in the public elementary schools is free. By elementary education is meant the first four classes called Primary I, II, III and IV respectively. A child passing the State examination for the elementary school-leaving certificate, at whatever age, is exempted from further attendance at school; otherwise the obligation to attend school ends only at the age of 14. Children who are too far from schools or who are crippled or deficient, may be exempted from school attendance.

ADMINISTRATION AND FINANCE

LOCAL ADMINISTRATION

The country is divided into 71 provinces, further sub-divided into some 500 districts. Each province has a provincial education officer, responsible to the Under-Secretary of State for Education and assisted by the district education officers within his province.

CENTRAL ADMINISTRATION

The Minister of Education is assisted by two other Ministers (all three of cabinet status), by a parliamentary secretary and an assistant secretary. The permanent head of the Ministry of Education is the Under-Secretary of State for Education assisted by one Deputy Under-Secretary of State. The Ministry of Education is divided into four departments, each in charge of a Director-General. These are:

1. Department of General Education, dealing with curricula and examinations, local elementary schools, Government secondary schools, private schools, kindergartens, domestic science schools and teacher training schools. All textbooks have to be approved by the Ministry before being used in schools.
2. Department of Vocational Education.
3. Department of Physical Education.
4. Department of Ecclesiastical Affairs, dealing with the organization and religious education of priests.

Two universities—Chulalongkorn University and the University of Moral and Political Sciences—fall under the Ministry of Education but are not controlled by any department. The remaining universities of medical sciences, agriculture and fine arts, are controlled respectively by the Ministries of Public Health and Agriculture and the Department of Fine Arts.

INSPECTION

Directly responsible to the Under-Secretary of State for Education are five commissioners for education with authority to supervise and inspect schools within their sectors. Since there are so many local elementary schools, and the commissioners for education along with the provincial and district education officers, heavily burdened with routine financial and administrative work, cannot inspect every school, a system is organized for the appointment of elementary school teachers of long experience and seniority as inspectors for small groups of schools.

FINANCE

All Government and local elementary school expenses are borne by the Government budget. The Ministry of Education is annually allotted a sum by the Cabinet with the approval of Parliament. All private schools bear their own expenses, but may receive grants and subsidies from the State.

ORGANIZATION OF SCHOOL SYSTEM

All education is free in Government schools. Although private schools have to maintain themselves by fees, many of them receive State support so that the fees borne by parents are reduced to a minimum.

Schools are classified as follows: pre-primary, elementary, secondary, pre-university, universities, vocational and teachers' training institutes.

PRE-PRIMARY EDUCATION

Schools teaching children before the age of 7 (compulsory school age) and teaching the elements of the three R's may be classified as pre-primary. There are two types:

Kindergartens organized on Montessori lines. There are 17 Government schools and some private ones. The Government system was started in Bangkok in 1940 and has gradually been extended to the bigger provincial towns.

Schools that enrol children under 7 and simply teach them to read and write by formal and rigid methods in preparation for elementary school education.

ELEMENTARY EDUCATION

The elementary school stage is of four years' duration, from Grade I to IV. Many schools also set up a preparatory class before Grade I. The Elementary School Act was passed in 1921, and schools have been established to serve every administrative unit (or group of villages) under each district. Where separate school buildings cannot yet be supplied use is made of the Buddhist temple buildings, but the staff and the teaching are essentially lay. Although these local schools are free, the students have to provide their own books and materials. They bring their own food for the mid-day meal.

When children reach the school age, the parents are required by law to report to the education officer of the district, who then arranges enrolment at a suitable school. School attendance officers visit the villages to check the school-age children and see to it that there are no malingerers.

All teaching in elementary schools is done in Thai, and the following subjects are taught: civics and morality, Thai, arithmetic, history and geography, nature study, hygiene, drawing, handicrafts, physical education.

SECONDARY EDUCATION

Secondary school education consists of three phases: an initial stage of three years; a final stage of three more years; two additional years for those proceeding to universities and higher institutions. There are two branches to this stage: science and arts.

Government schools provide free tuition at all three stages but students have to provide their own books and materials, and contribute to sports and library facilities in schools. One result of the free tuition is a very considerable demand for enrolment so that competitive entrance examinations have to be held for the small number of vacant places.

Private schools charge fees which in some cases are fairly high. Unlike Government schools, many of the private ones, especially those run by missionary bodies, have boarding establishments.

The Government policy is to develop secondary education as widely as possible. A secondary school for boys and one for girls have already been set up in every province, and attention is now being given to districts. Secondary schools are usually separate for boys and girls except for reasons of economy at the start in the districts.

VOCATIONAL EDUCATION

There are three stages provided in Government vocational schools:

1. The elementary vocational schools receive students on graduation from elementary schools, and provide two- or three-year courses.
2. The intermediate vocational schools receive students who have completed the initial three years of secondary school education. Courses are of three years duration.
3. The higher vocational schools give a three-year course to students who have completed the final stage of the secondary school course.

The Government is attempting to establish vocational schools in every province, but the demand for enrolment—except in Bangkok—is not very great. The schools are day schools; they provide free tuition and the necessary tools and equipment. Courses are given in the various crafts and trades; in agriculture; in mechanical construction and architecture and in commercial subjects. All the teaching is done in Thai.

There are also private vocational schools which fall under the Private School Division of the Department of General Education. Many of these schools teach secretarial work, and courses are given in languages (usually English), accountancy, typing and shorthand, radio and automobile engineering and women's crafts.

There are three domestic science schools for girls organized by the State Department of General Education.

HIGHER EDUCATION

Five universities are situated in Bangkok:

Chulalongkorn University, with six faculties for arts, science, architecture, public administration, engineering, commerce and accountancy.

University of Moral and Political Sciences, with courses in jurisprudence, political economy, commerce and accountancy.

University of Medical Sciences, with faculties of medicine, veterinary science, pharmacy, dentistry and three attached nursing schools (as well as two private missionary nursing schools).

University of Agriculture, specializing in fisheries, agriculture, forestry.

University of Fine Arts, for music, sculpture, painting.

The courses usually last four years, except in architecture, accountancy and veterinary science (five years) and medicine and dentistry (six years).

The first degree is the bachelor's; one or two years more with examination and thesis lead to master's degrees; and one more year of research leads to the doctor's degree. The M.D. is a research, examination and thesis degree, two years after M.B.

There are other schools of higher education belonging to other Ministries.

SPECIAL EDUCATION

One school for the blind in Bangkok is run by a private foundation under the patronage of the Department of Public Welfare of the Ministry of Interior. This Department also organizes a school for orphans and correctional schools for young delinquents.

ADULT EDUCATION

This is under the Adult Education Division of the Ministry of Education which contains also a recently established section for audio-visual education. Most of the films circulated to schools are either borrowed or rented from film distributors in Bangkok. The Adult Education Division supplies projectors to schools and supplements them with a central unit which goes round to the schools and a mobile unit for tours in the provinces and districts.

The Division has worked out a system of basic words in the Thai language and incorporated them in a set of readers. Another set of rapid readers for adults has been constructed along the line suggested by Dr. Frank C. Laubach during his visit to the country.

The Division organizes three sets of courses, most of which are given in the evening: literacy classes; more advanced classes leading to secondary school certificates; and vocational courses.

With the co-operation of other Ministries and Departments, the Division of Adult Education has set up a mobile unit along fundamental education lines for visits by road and river to the remotest villages.

The teachers in adult classes are usually local school teachers who work after their school hours and usually also in the premises of local elementary schools.

The Division has appointed special officers to encourage and promote adult education in the provinces.

INDEPENDENT (PRIVATE) SCHOOLS

Private schools exist in the primary, secondary and vocational school systems. There are also private evening courses. All these institutions are under the control of the Ministry of Education, and must comply with the Private School Act and Ministerial Regulations empowered by this Act. Private schools must register. All the teachers are required to have a minimum qualification in general education and knowledge of Thai, and must obtain Ministerial licence before practising. Moreover, private schools which enrol students from 7 to 14 years of age must also comply with the Elementary Education Act by teaching through the medium of Thai.

Private schools fall into three classes, according as they are owned by Thai, by Chinese or by missionary bodies of various denominations.

All schools (and this is true also of Government schools) must be free of distinctions on grounds of religion, sex, language or race and must abstain from politics.

Private schools use the State curriculum. Those which are recognized receive assistance in the form of money, materials and teachers and are permitted to hold their own examinations.

SCHOOL BUILDINGS AND SUPPLIES

Most elementary schools are in temple buildings with open walls, a matter of little concern in a warm

climate. Many of these schools have no desks, and pupils sit on the floor by writing benches.

Better class elementary schools are provided with proper buildings of wood or brick, roofed with brick tiles. Plans are issued by the central Government to the provinces, and usually the schools take the form of an 'E' shape, with classrooms of a uniform type, 6 by 8 metres. Government school buildings are paid for by national budget or private sources, or both combined.

Each school is allowed an annual sum for equipment and supplies. The amount allotted is small, so that when large repairs or important equipment are required, a special budget must be requested from the Ministry of Education or the provincial education officers concerned. The Department of General Education usually makes a wholesale contract for supply of school desks and benches, blackboards and other furniture to be distributed to schools which need them. The Department of Vocational Education makes similar provision for the schools under its jurisdiction.

For printing school books, manuals, teachers' directions, suggestions, registers, etc., the Ministry has a printing press which is managed by the Teachers' Institute (Guru Sabha).

STATUS AND TRAINING OF TEACHERS

Teachers of Government schools and local elementary schools are classed as civil servants. No distinction is made in privileges or salary on grounds of sex, religious beliefs or race. Teachers are engaged according to qualifications and within each grade there are a number of steps corresponding to annual increments in salary. These increments are automatic except in cases of serious inefficiency or misconduct.

The ladder contains five grades—from fourth to first, with a special grade at the top. On recruitment, teachers are placed in the fourth or (for those with degrees or secondary teachers' certificates) the third grade. The general position is that teachers in the local elementary schools are of the fourth grade (having a secondary education and a primary teaching certificate); teachers in Government schools (usually secondary, vocational and teachers' college levels) are of third and second grade; headmasters are of second or first grade, though a fair number, in the smaller schools, are of the third grade. The special grade is so far reserved for those in higher education.

This grading of teachers corresponds to that prevailing throughout the civil service, with salary scales slightly in the teachers' favour. Until recently teachers were controlled by the Civil Service Commission, but a new Act of Parliament has transferred this power to the Teachers' Institute. All teachers must join the Institute on entering the profession, and they elect representatives to a council which regulates all matters pertaining to the status of teachers—grading, promotion, creation of new posts, complaints, and so on.

The Government encourages further study by setting up afternoon or evening training centres in the provinces, where tuition is provided free. Teachers who improve their qualifications may obtain more rapid promotion—both within grades and to higher grades—than the normal process allows.

As civil servants, teachers may retire on pension after 30 years of service. Through the Teachers' Institute they also obtain free education and scholarships for their children, free medical treatment and half-fares on railways.

Training colleges exist at a number of different levels. They may best be described in terms of the certificates which they confer.

For elementary schools:

1. Local teachers' certificate, three years after the elementary school leaving certificate;
2. Provincial teachers' certificate, two years after a secondary school education of three years;
3. National teachers' certificate, one year after a full secondary school education of six years.

The first two types are intended to be provisional to cope with the general shortage of teachers.

For secondary schools:

1. Junior secondary teachers' certificate, three years after secondary school education of six years.
2. Senior secondary teachers' certificate, two years after the junior teachers' certificate or three years after pre-university final examination.
3. There is a section at Chulalongkorn University, Bangkok, which is a one-year class in education after graduation. Successful candidates are awarded diplomas of education.

For special schools:

1. Kindergarten teachers are trained for one year after their junior secondary teachers' certificate or its equivalent, at the Laor-Utit Training Centre in Bangkok.
2. Domestic science teachers are trained at the school of domestic science in Bangkok. The course lasts three years, the first two years for general domestic economy and the third for theory and practice of education.
3. Physical education teachers are trained at the central school of physical education which gives a five-year course to those who have completed their secondary school education.
4. Vocational school teachers receive a course of three years at the school of arts and crafts which

also provides instruction in educational theory and practice. This is equivalent to junior secondary school teachers' certificate. Students then go on to a further two years' training at a senior vocational training college, the equivalent of a senior secondary school teachers' certificate.

All training colleges provide practice in one of the nearby schools for one term, usually during the last year, under supervision of the headmasters concerned.

A teachers' training college syllabus for the junior secondary teachers' certificate programme is as follows:

Morality and civics, Thai (grammar, literature, composition), English, science (physics, chemistry, botany, biology), history (Thai and foreign), geography, physiology and school hygiene, manual arts, drawing, educational theory and practice (principles of education, school psychology, methods of teaching various school subjects, blackboard illustration, preparation, observation and demonstration of school lessons, and practice in one of the schools).

All training colleges are Government and boarding institutions.

SCHOOL HEALTH SERVICES

No special service is provided by the Ministry of Education, although some boarding schools and kindergartens have school nurses.

The Ministry of Public Health has a division of school health which works closely with the department of physical education. Through lack of staff and equipment this division can deal only with a small number of schools in Bangkok. A clinic is available for the free treatment of pupils, and schools are enabled to secure medical supplies at cost from hospitals. The division also sends out doctors to make surveys and to advise on the hygienic conditions of schools.

In the provinces a similar effort is made to help schools through the advice or services of hospitals and health centres.

Physical education is entrusted to a Department in the Ministry of Education. Mention has been made of teacher-training at the central school of physical education. Within a limited budget the Department circulates pamphlets to schools, giving the rules and regulations for games; arranges sports competitions for the schools in Bangkok and nearby provinces; and encourages the development of physical education in the more remote areas.

ROLE OF YOUTH GROUPS

The Boy Scout movement has about 123,000 members and the Junior Red Cross movement (for girls) about the same strength. Both are sponsored by the Department of Physical Education and controlled according to law by a Supreme Council of special committee members. The intention of both movements is the same: the children are taught certain practical measures for assisting the needy and distressed in a free, voluntary spirit of goodwill.

SPECIAL PROBLEMS

Because of changes in educational policy there is need for new and comprehensive legislation to suit modern conditions. A council, with the Minister of Education as chairman, has been appointed to draft a new system of education for the country. The council is still at work.

The main practical problems may be summed up shortly: a great lack of qualified teachers and administrative staff, and shortage of supplies and equipment due to restricted budgets.

The teaching of English is a special problem. English is perhaps the only foreign language taught in all secondary schools, and by the end of the course students should have acquired sufficient fluency to make use of English textbooks in their university studies. The present standard is low and more teachers trained in the West or English teachers from abroad are needed.

Before the last war Thailand used to send a number of teachers abroad for specialized training. The system has not yet recovered and the consequent shortage of teachers in these fields is acute.

Within the country financial stringency has made itself felt in all parts of the educational system: the earnings of teachers and the individual school budgets have suffered from inflation, while the claims for expansion in the system—more training of teachers, more school buildings and equipment—become more insistent. In the view of the Ministry itself the inservice training of elementary school teachers and the provision of a school health service on a wide scale are two of the most pressing problems in the future development of the system.

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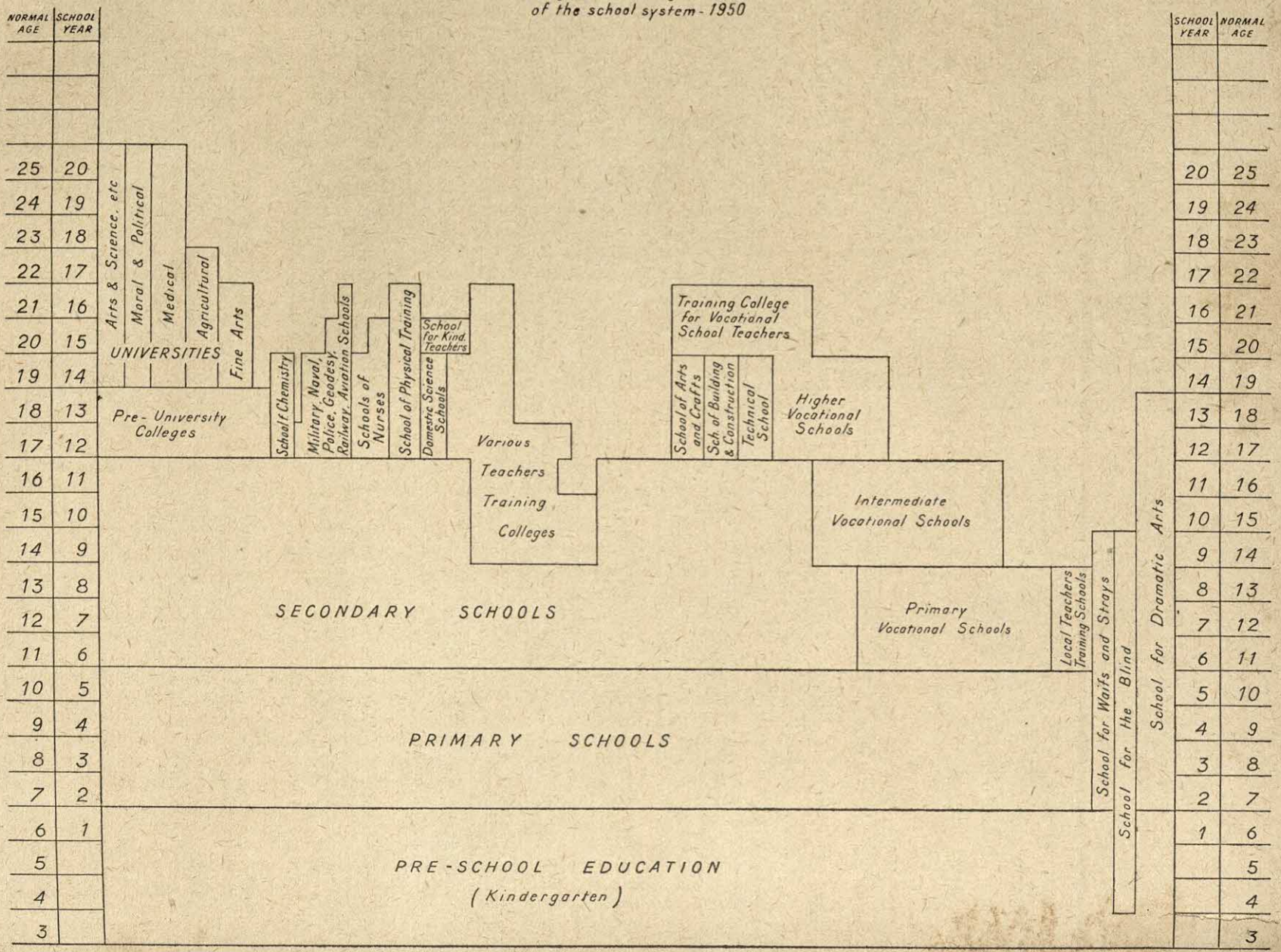
THAILAND

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Kindergartens	3 ½	2—3	—	—
Pre-primary departments attached to private elementary schools	4—5	1	—	—
Primary Education				
Primary schools	7	4	—	Primary school certificate
Secondary Education				
Secondary schools	11	6	4th year primary	Secondary school certificate
Pre-university schools	17	2	6th year secondary	Matriculation certificate
Primary vocational schools	11—14	2—3	Primary schools	Primary vocational education cert.
Intermediate vocational schools	14	3	3rd year secondary	Intermediate vocational education cert.
Provincial training colleges:				
Local teachers' dept.	11	3	4th year primary	Local teachers' certificate
Provincial teachers' dept.	14	2	3rd year secondary	Provincial teachers' certificate
National teachers' dept.	17	1	6th year secondary	National teachers' certificate
School of dramatic arts	7	12	—	Cert. school of dramatic arts
Higher Education				
(a) Non-degree-granting colleges:				
The railway school	17	1—3 or more	6th year secondary Many of them organize a 2-year preliminary course before starting the training of the actual school	Special cert. of the schools
School of geodesy	17	1—3 or more	See above	Special cert. of the schools
School of administration	20	1—3 or more	See above	Special cert. of the schools
Military school	17	1—3 or more	See above	Special cert. of the schools
Naval school	17	1—3 or more	See above	Special cert. of the schools
Police cadet school	17	1—3 or more	See above	Special cert. of the schools
School of aviation	17	1—3 or more	See above	Special cert. of the schools
School for chemistry of the science dept.	17	1—3 or more	See above	Special cert. of the schools
School of nurses	17	3—4	6th year secondary	Cert. for nurses and midwives
Higher vocational schools				
Technical school, school for building and construction.	17	3	6th year secondary	Higher vocational ed. cert.
School for teachers of kindergartens	19	1	Teachers' training college for junior secondary school-mistresses	Kindergarten teachers' cert.
Domestic science school.	17	3	6th year secondary	Domestic science cert.
Training colleges for secondary teachers:				
Junior dept.	17	3	6th year secondary	—
Senior dept.	20	2	Junior dept. of training colleges for secondary teachers	—
		3	Pre-university schools,	—
		1	Intermediate university courses	—
School of arts and crafts	17	3	6th year secondary	Higher vocational ed. cert. for arts and crafts
School of physical training (junior, intermediate, senior depts.)	17	3—5	6th year secondary	Junior intermediate and senior certs. for physical instruction

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of cerficates, diplomas or degrees granted at completion of course
Training college for vocational school teachers.	20	2	Higher vocational schools	Senior teachers' cert. for vocational ed.
(b) Degree-granting colleges, universities and higher technical and professional schools. Five universities (Chulalongkorn, Agricultural Sciences, Medical Sciences, Moral and Political Sciences and Fine Arts)	19	4—6	Pre-university schools	Diplomas and degrees in: arts, science, architecture, engineering, commerce and accountancy, political science, education, law, economics, public administration, diplomatics, medicine, veterinary science, dentistry, pharmacy, agriculture, forestry, fishing, co-operatives, sculpture, music, painting and dramatic arts

104. Distribution by Age and Sex of Pupils enrolled in public and private schools in 1949

Age in years	Number of students enrolled,			Percentage of students enrolled					
				By sex for each age			By age for each sex		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
All ages	**2 886 266**	**1 546 454**	**1 339 812**	**100.0**	**53.5**	**46.5**	**100.0**	**100.0**	**100.0**
Under 6	16 235	9 732	6 503	100.0	59.9	40.1	0.6	0.6	0.5
6	45 431	23 679	21 752	100.0	52.1	47.9	1.6	1.5	1.6
7	166 977	86 892	80 085	100.0	52.0	48.0	5.8	5.6	6.0
8	533 923	277 166	256 757	100.0	51.9	48.1	18.5	17.9	19.2
9	475 989	253 502	222 487	100.0	53.3	46.7	16.5	16.4	16.6
10	415 220	216 261	198 959	100.0	52.1	47.9	14.4	14.0	14.8
11	374 605	196 185	178 420	100.0	52.4	47.6	13.0	12.7	13.3
12	329 961	175 266	154 695	100.0	53.1	46.9	11.4	11.3	11.5
13	253 214	138 292	114 922	100.0	54.6	45.4	8.8	8.9	8.6
14	162 824	92 222	70 602	100.0	56.7	43.3	5.6	6.0	5.3
15	51 176	32 765	18 411	100.0	64.0	36.0	1.8	2.1	1.4
16	22 628	15 561	7 067	100.0	68.8	31.2	0.8	1.0	0.5
17	14 733	10 892	3 841	100.0	73.9	26.1	0.5	0.7	0.3
18	9 785	7 378	2 407	100.0	75.4	24.6	0.3	0.5	0.2
19	5 895	4 550	1 345	100.0	77.2	22.8	0.2	0.3	0.1
20 and over	7 670	6 111	1 559	100.0	79.7	20.3	0.3	0.4	0.1

Source. Unesco questionnaire EDUC/67.

105. Summary of School Statistics
Number of institutions, teachers and students, enrolled in 1937 and 1949

Type of education and kind of school	Institutions		Teachers				Students			
			1937		1949		1937		1949	
	1937	1949	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Kindergartens, public	—	16	—	—	86	86	—	—	868	443
Kindergartens, private	—	88	—	—	226	226	—	—	3 550	1 661
Primary										
Local primary and municipal, public	9 425	18 513	26 514	2 844	68 013	12 956	1 168 815	525 151	2 480 215	1 188 348
Primary divisions in academic secondary schools, public	79	10	488	...	14	11	12 534	6 158	584	351
Primary, private	777	800	2 983	...	4 390	2 650	68 209	28 069	121 163	50 762
Secondary										
Junior division schools, public	211	224	2 244	...	2 860	1 230	29 207	8 290	27 592	10 001
Senior division schools, public	152	200					15 977	5 237	24 235	6 873
Preparatory schools, public	21	27			263	182	2 426	678	2 351	708
Junior division schools, private	580	475	1 381	...	2 559	803	17 439	4 882	35 154	8 262
Senior division schools, private	165	289					6 204	1 682	12 861	2 930
Preparatory schools, private	22	27			207	85	2 587	402	2 953	676
Vocational										
Elementary	23	149	556	107	1 008	360	1 827	250	9 402	3 692
Intermediate		15			247	159			1 147	433
Higher		8			310	99			3 011	811
Teacher training										
Post-primary teacher-training colleges	...	26	...	...	242	91	...	...	2 620	927
Secondary teacher-training colleges	...	8	...	...	233	174	...	...	1 916	1 221
Vocational teacher-training colleges	...	1	...	...	3	1	...	...	115	55
Higher										
Universities and colleges	3	5	116	14	341	76	12 117	553	31 613	3 062
Special										
For the blind	—	1	—	—	8	6	—	—	54	26

Source. Unesco questionnaire EDUC/67.
Note. Data refer to full-time teachers and students.

106. Higher Education
Number of students and graduates, by faculty, in 1949

Faculty	Number of faculties	Students			Graduates		
		Both sexes	Male	Female	Both sexes	Male	Female
All faculties	**21**	**31 613**	**28 551**	**3 062**	**3 209**	**2 843**	**366**
'Old faculty'[1]	1	23 140	22 768	372	2 583	2 516	67
Law	1	1 094	1 078	16	—	—	—
Political science[2]	2	706	702	4	16	15	1
Economics	1	392	375	17	24	24	—
Commerce[3]	2	2 821	1 561	1 260	116	61	55
Engineering	1	467	467	—	48	48	—
Arts and education	1	328	22	306	66	3	63
Science	1	912	510	402	20	8	12
Architecture	1	80	73	7	31	27	4
Medicine	2	779	501	278	95	49	46
Dentistry	2	68	30	38	34	20	14
Veterinary science	1	13	13	—	3	3	—
Pharmacy	1	109	12	97	59	5	54
Public health[4]	1	125	125	—	11	8	3
Nursing and midwifery	1	263	—	263	47	—	47
Agriculture	1	305	305	—	56	56	—
Fine arts[5]	1	11	9	2	—	—	—

Source. Unesco questionnaire EDUC/67.
Note. Data refer to the University of Moral and Political Sciences, the Chulalongkorn University, the Medical University, the University of Agriculture, and the University of Fine Arts.

[1] Comprising the four faculties of law, political science, economics and commerce, which were separately established only in June 1949.
[2] University of Moral and Political Sciences: political sciences and diplomacy. Chulalongkorn University: public administration.
[3] Including accounting.
[4] Including sanitation.
[5] Sculpture and painting.

107. Public Expenditure on Education in 1949
(in baht)

Source of revenue	Total expenditure	Central administration	Pre-school and primary education	Secondary education	Higher education
Public School Education	**111 716 356**	**9 097 232**	**47 478 262**	**25 103 573**	**30 037 289**
Government contributions	110 927 615	9 097 232	47 478 262	24 906 747	29 445 374
Fees	788 741	—	—	196 826	591 915
Independent School Education	**26 963 650**	—	**6 466 650**	**19 558 000**	**939 000**
Subsidies or grants-in-aid from public funds	9 875 000	—	—	9 875 000	—
Fees	17 088 650	—	6 466 650	9 683 000	939 000

Source. Unesco questionnaire EDUC/67.
Note. Official rate of exchange in 1949: 9.97 baht=U.S.$1

TURKEY

Total population
(estimate: mid-year 1949)
19 623 000

Prepared by the Turkish Ministry of National Education

ORGANIZATION

The Turkish system comprises the following types of institution.

PRIMARY EDUCATION

Primary Schools. Primary schooling is compulsory and free for all children from 7 to 12 years of age. Such children as have not had the opportunity of attending a primary school by the age of 12 remain subject to the obligation until they reach 16 years.

Enrolment in the primary schools accounts for approximately 80 per cent of town children and 55 per cent of rural children.

A standard curriculum is laid down for primary schools, but in the detailed application of the curriculum special local conditions are taken into account. An attempt is being made at present to increase the number of schools and improve their equipment.

Intermediate or Higher primary schools receive pupils who have graduated from primary schools. The course lasts for three years and the standard curriculum provides both general and scientific subjects. Vocational training is also included: carpentry, woodwork, etc., for boys, needlework for girls. On completing the course and taking the final examination, pupils should be in a position to go out and earn a living. Those who wish to do so may continue to secondary education in a lyceum or technical school.

SECONDARY EDUCATION (LYCEUMS)

Graduates of higher primary schools may enrol in the lyceums, where the course lasts for four years. The main purpose is to give pupils a general education and to prepare them for the universities and advanced schools.

TECHNICAL EDUCATION

This is given at two levels:

Secondary Technical Schools. As the diagram on page 370 shows, the schools comprise several divisions (arts, agriculture, commerce) with courses of three, five and six years. Pupils with a primary school certificate are accepted for enrolment. A pupil may complete the normal course of studies and then stay on at school to specialize. Curricula are differentiated for boys and girls: the course for boys combines a sound civic education with vocational skills for industry or commerce; the education of girls has three objectives—to make them good citizens, good housekeepers and good mothers.

Advanced Technical Schools. These schools train specialists in industry, economics and commerce outside the university framework. Courses last for four years and students are recruited mainly from graduates of the secondary technical schools. However, access is open also to lyceum graduates who wish to pursue technical studies.

TEACHER TRAINING

Teachers for the various schools in Turkey are trained in normal schools.

Rural normal schools accept pupils who have completed a village primary school course and train them to become village school teachers. The course is of five years' duration. While pupils are learning to teach, they study also the economic and social subjects that are essential for rural education.

Primary normal schools train teachers for urban primary schools. Graduates of intermediate schools are accepted and given a three-year course in which

they receive both general education and practical training.

Technical normal schools offer a four-year course for prospective teachers in the boys' and girls' secondary technical schools. Students who have graduated after five years in the secondary technical school are accepted for enrolment. The curriculum provides general education, teacher training, technical courses along specialized lines, and practical work.

These schools are classed as advanced:

Secondary Normal Schools. Teachers for the intermediate schools are trained in institutes of education, with a course lasting two years. Entry is available to those who have graduated from a normal school or lyceum.

Higher Normal School and the Pedagogical Institutes. These are advanced institutions for the training of lyceum teachers. The course lasts four years.

ARTISTIC EDUCATION

The Academy of Fine Arts is open to pupils from higher primary schools, lyceums of other establishments who wish to develop their talents. Courses are of five years' duration.

The State Conservatory contains a number of divisions. It accepts graduates of higher primary schools and primary schools who show musical ability. Courses last nine years.

HIGHER EDUCATION

Turkey has three universities with differing faculties. Graduation from a lyceum is the entrance requirement.

University studies usually last for four years, except for the Technical University of Istanbul (five years) and the faculty of medicine (six years).

ADMINISTRATION AND FINANCE

INSPECTION

In Turkey the Ministry of National Education controls and inspects schooling by means of its inspectorate. Urban and rural primary schools are subject to the inspection and supervision of regional primary school inspectors who are trained in special classes of the Pedagogical Institutes. Secondary schools are supervised by general inspectors.

BUDGET

Schools are generally built with funds from the budget of the State or of the province. School supplies and equipment are paid for by the State.

ADULT EDUCATION

The State is the main organization to be concerned with adult education. There are, however, private and semi-official institutions in the field which receive State support.

State activities take the following forms: education in the army; courses for adults; courses organized by the Ministries of Agriculture, of Health and of Labour; education in State factories; technical courses given in villages (for men and women); evening trade classes (for men and women); evening classes in commercial schools; training courses for the *Eğitmen* (intending village teachers); publications for farmers, issued by the Ministries of Agriculture, of National Education and of Health; translation of classics.

Private and semi-official bodies have undertaken such activities as: organizing co-operatives; broadcasts on art, art history, health and music; university week; free lectures at the Universities of Ankara and Istanbul; municipal and health museums; 'people's houses' in towns and 'people's rooms' in villages.

PRIVATE SCHOOLS

There are in our country private schools of: Turkish, foreign or minority group origin. The Turkish private schools comply with the regulations and programmes of State schools. Foreign and minority schools have their regulations and curricula approved by the Ministry of National Education.

All private schools are subject to the control of the Ministry, and in case of need they may be inspected. The work of these schools has lightened the burden on the public school system in large urban areas such as Istanbul.

PHYSICAL EDUCATION

Our school programmes devote one to two hours a

week to physical training. These courses give children the habits necessary for physical fitness. 'Games centres' fulfil this function for children between 11 and 15 years of age, and sports clubs for children over 15. Such activities take place out of school hours. Every child practices a sport suited to his abilities and tastes.

In primary, higher primary and lyceum schools Boy Scout centres have been set up to provide character training for the young, with an emphasis on the habit of helping others.

SPECIAL PROBLEMS AND MAIN TRENDS

Various courses are being organized to give business training to those who go to work after leaving secondary school and do not continue to higher education.

One of the main tasks of the Turkish educational authorities is to organize evening courses for those citizens who are prevented from enjoying a full education through having to go to work; the teaching of reading and writing to illiterate factory workers is a part of this task.

In order to educate the farming population—who represent the majority of Turkey's people—strenuous efforts have been made to extend the rural normal schools (rural institutes) which have now been in operation for 10 years in the training of village teachers.

Teaching methods are being improved, through the attempt to provide all schools with audio-visual teaching aids.

The main goals of public education in Turkey are to eradicate illiteracy and to give those who complete primary school a technical training suited to the needs of the nation, of society and of the individual.

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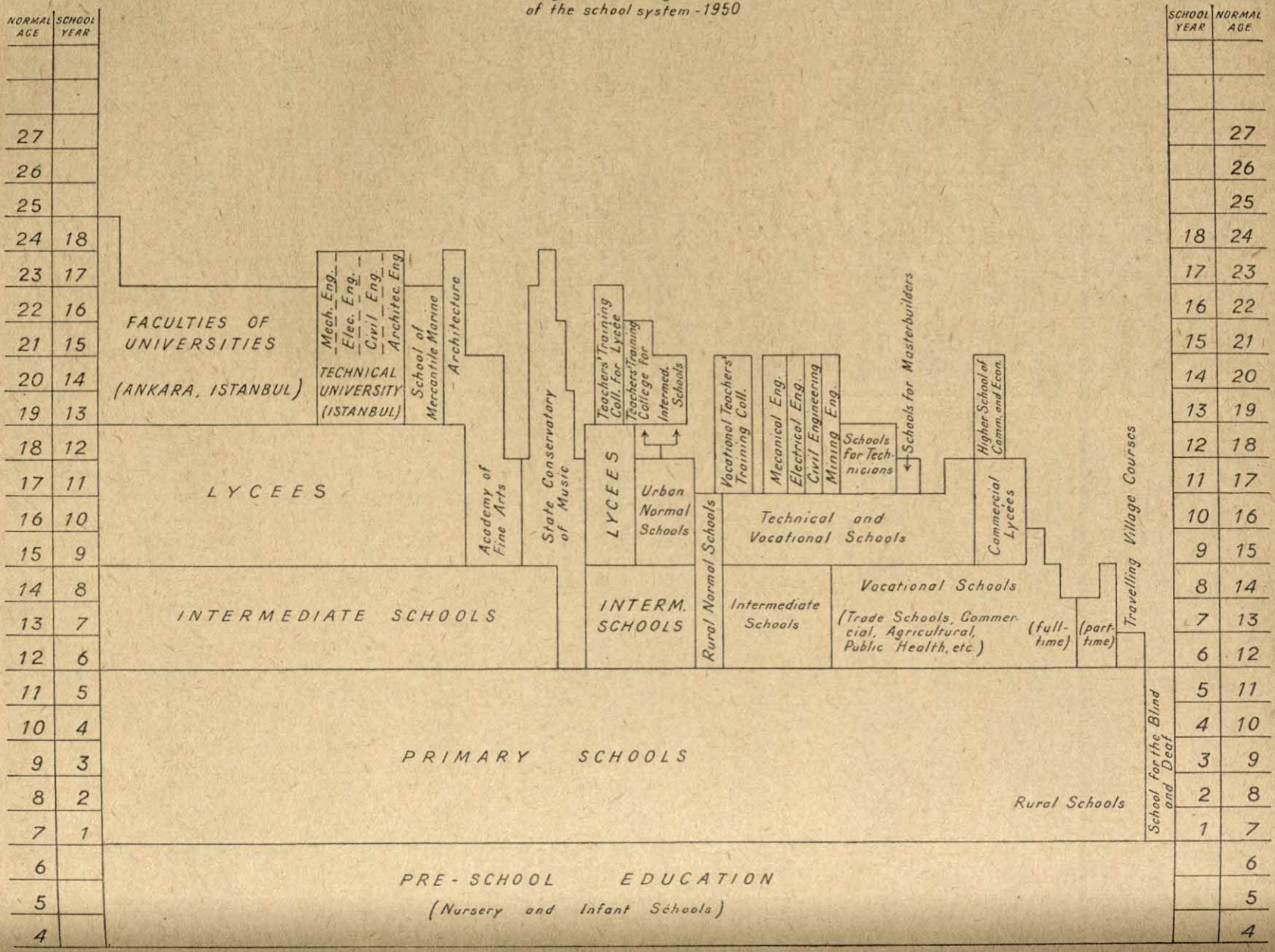
TURKEY

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of courses
Pre-School Education				
Infant schools (private *(Özel Ana Okulu)*	3	3	Home	—
Primary Education				
Primary urban or rural schools (directed by teachers) *(Öğretmenli Şehir veya Köy Ilkokulu)*	7	5		Primary school certificate
Primary rural schools (directed by *Eğitmen*)[1] *(Eğitmenli Köy Ilkokulu)*	7	3		Certificate
Secondary Education				
Intermediate schools *(Ortaokul)*	12	3	Primary school	State secondary school diploma
Secondary commercial schools *(Orta Ticaret Okulu)*	12	3	Intermediate	Secondary commercial diploma
Secondary home economics school *(Kız Orta Sanat Okulu)*	12	3	Primary school	School-leaving certificate
Secondary trade school *(Erkek Orta Sanat Okulu)*	12	3	Primary school	School-leaving certificate
Teachers' institute of home economics *(Kız Enstitüsü)*	12	5	Primary school	School-leaving certificate
Building institute *(Erkek Yapı Enstitüsü)*	12	5	Primary school	School-leaving certificate
Rural institute *(Köy Enstitüsü)*	12	5	Primary school	School-leaving certificate
Technical school of agriculture and gardening *(Teknik Tarım ve Bahçıvancılık Okulu)*	12	3	Primary or intermediate	School-leaving certificate
Hygiene section of rural institute *(Köy Enstitüleri Sağlık kısmı)*	12	5	Primary school	School-leaving certificate
Secondary school of dressmaking *(Erkek Orta Terzilik Okulu)*	12	4	Primary school	School-leaving certificate
Institute of practical chemistry *(Kimya Sanat Enstitüsü)*	13	4	2nd class of secondary technical	School-leaving certificate
Mine superintendents' school *(Maden Başçavuş Okulu)*	14	3	Primary school	School-leaving certificate
Second cycle of State conservatory *(Devlet konservatuvarı Ortakısmı)*	9—12 14—17	7—8	Primary or intermediate	School-leaving certificate
Conservatory of Istanbul municipality *(Istanbul Belediyesi Konservatuvarı)*	12—16	8	Primary school	School-leaving certificate
School for child nurses *(Çocuk Bakıcılık Okulu)*	13—18	2	Primary school	School-leaving certificate
Lyceums *(Lise)*	16	4	Intermediate	School-leaving certificate and State diploma of 'maturity'
Commercial lyceums *(Ticaret lisesi)*	16	3	Intermediate or secondary commercial	Commercial lyceum diploma
Normal school *(Öğretmen Okulu)*	16	3	Intermediate	School-leaving certificate
Agricultural school *(Tarım Okulu)*	16	3	Intermediate	School-leaving certificate
School of forestry *(Orman Okulu)*	16	3	Intermediate	School-leaving certificate
School of farm mechanics *(Tarım Makinist Okulu)*	16	2	Intermediate	School-leaving certificate
Secondary school of veterinary medicine *(Hayvan Sağlık memurları Okulu)*	16	2	Intermediate	School-leaving certificate
School of sanitary inspectors *(Sağlık memurları Okulu)*	16	3	Intermediate	School-leaving certificate
Urban school of midwifery *(Şehir Ebe Okulu)*	16—25	2	Primary school	School-leaving certificate
Rural school of midwifery *(Köy Ebe Okulu)*	16—25	1	Intermediate	School-leaving certificate
Nursing school *(Hasta Bakıcılık ve Hemsire Okulu)*	16—18	3	Intermediate	School-leaving certificate

[1] *Eğitmen* are those who have completed primary school, served in the army with non-commissioned rank, and then pass a six-months' teachers' course in a rural institute under the direction of an inspector of primary schools. They are appointed to small villages (often their own) which have no teachers.

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Name of certificate, diploma or degree granted on completion of course
Secondary technical school (*Orta Teknik Okulu*)	14	3	Intermediate	School-leaving certificate
Vocational school of business (*Meslèk Meslek Okulu*)	14	3	Intermediate	School-leaving certificate
Survey school (*Yapı-kadastro Okulu*)	14	3	Intermediate	School-leaving certificate
Railway school (*Demiryolu Meslek Okulu*)	14	3	Intermediate	School-leaving certificate
Police college (*Polis kolleji*)	14	3	Intermediate	School-leaving certificate
Police institute (*Polis Enstitüsü*)	14	1	Police college and lyceum	School-leaving certificate
Postal school (*PTT Meslek Okulu*)	14	3	Intermediate	School-leaving certificate
Mine technicians' school (*Madem Teknisiyen Okulu*)	14	4	Intermediate	School-leaving certificate
Vocational secondary school of maritime services (*Deniz Ticaret Yüksek Orta Sanat Okulu*)	14	3	Intermediate	School-leaving certificate
School of master builders (*Yapı Kalfa Okulu*)	17	1	Building institute	School-leaving certificate
HIGHER EDUCATION				
(a) Non-degree-granting colleges:				
State conservatory (*Devlet Konservatuvarı*)	14–20	2–4	Secondary cycle or lyceum	Diploma
Vocational normal school for boys (*Erkek Teknik Öğretmen Okulu*)	14	4	Secondary trade school or building institute	Diploma
Higher school of economics and commerce (*Yüksek Ekonomi ve Ticaret Okulu*)	14	3	Lyceum with "maturity" or commercial lyceum	Diploma
Higher normal school (*Yüksek Öğretmen Okulu*)	14	4	Lyceum with "maturity" or commercial lyceum	Diploma
Higher school of dentistry (*Diş-i Okulu*)	18	4	Lyceum with "maturity"	Diploma
Higher school of pharmacy (*Eczacı Okulu*)	14	4	Lyceum with "maturity" or commercial lyceum	Diploma
Higher technical school (*Teknik Okulu*)	14	4	Survey school or building institute or secondary trade or lyceum with "maturity" or institute of chemistry	Diploma
Higher engineering school (*Yüksek Mühendis Mektebi*)	18	5	Lyceum with "maturity"	Diploma
Specialized school for agricultural mechanics (*Tarım Alet ve Makineleri Uzmanlık Okulu*)	18	4	Lyceum with "maturity"	Diploma
Institute of education for secondary teachers (*Eğitim Enstitüsü*)	18–21	2–3	Normal school or rural institute or lyceum with "maturity"	Diploma
Vocational normal school for girls (*Kız Teknik Öğretmen Okulu*)	18–21	4	Home economics institute	Diploma
Higher school of maritime commerce (*Yüksek Denizcilik Okulu*)	18–21	4	Lyceum with "maturity"	Diploma
Higher institute of physical culture (*Yüksek Beden Eğitimi Enstitüsü*)	18–21	3	Normal school or rural institute or lyceum with "maturity"	Diploma
Academy of fine arts (*Güzel Sanatlar Akademisi*)	19–20	2–5	Secondary cycle or lyceum	Diploma
(b) Degree-granting colleges:				
Universities, with faculties:				
Language, history, geography	18	4	Lyceum with "maturity"	Licentiate
Sciences	18	4–5	Lyceum with "maturity"	Licentiate
Medicine	18	6	Lyceum with "maturity"	Licentiate
Law	18	4	Lyceum with "maturity"	Licentiate
Veterinary medicine	18	5	Lyceum with "maturity"	Licentiate

Type of schools	Normal [illegible] age of [illegible]	Duration of [illegible] (yrs)	Type of schools [illegible]	Name of [illegible]
Agriculture	[illegible]	[illegible]	[illegible]	[illegible]
Political science	[illegible]	[illegible]	[illegible]	[illegible]
Letters	[illegible]	[illegible]	[illegible]	[illegible]
Forestry	[illegible]	[illegible]	[illegible]	[illegible]
Economic sciences	[illegible]	[illegible]	[illegible]	[illegible]
Electricity	[illegible]	[illegible]	[illegible]	[illegible]
Architecture	[illegible]	[illegible]	[illegible]	[illegible]
Building	[illegible]	[illegible]	[illegible]	[illegible]
Mechanics	[illegible]	[illegible]	[illegible]	[illegible]
Theology	[illegible]	[illegible]	[illegible]	[illegible]

108. Summary of School Statistics
Number of institutions, teachers and students in 1938/39 and 1948/49

Type of education and kind of school	Institutions		Teachers				Students			
			1938/39		1948/49		1938/39		1948/49	
	1938/39	1948/49	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Nursery schools, private	55	48	68	68	67	65	1 886	819	1 594	699
Primary										
Public	1 242	1 434	7 560	3 954	9 793	5 333	351 447	129 580	437 265	176 374
Private	135	121	863	559	917	718	15 227	6 793	14 262	6 504
Rural	6 485	13 755	8 697	1 000	19 975	2 319	446 962	130 083	1 021 521	368 519
Secondary										
Secondary schools, public	179	274	2 836	987	3 441	1 524	77 432	20 748	59 034	16 158
Secondary schools, private	49	50	566	200	650	320	6 210	2 559	6 926	2 823
Lycées, public	41	56	781	220	1 283	572	20 280	4 532	19 386	3 674
Lycées, private	34	32	548	93	575	194	4 084	1 196	3 335	980
Teacher training										
Normal, urban [1]	14	6	192	67	62	27	2 918	1 688	604	362
Normal, rural	3	21	25	1	698	150	341	16	12 273	797
Higher normal [2]	2	7	50	4	190	45	263	68	1 811	712
Technical										
Trade schools	23	184	472	229	2 861	874	4 917	1 928	36 968	9 309
Commercial	16	42	79	6	297	89	1 873	401	4 766	389
Agricultural	8	15	75	2	204	25	726	—	2 539	52
Public health [3]	7	11	14	2	99	27	254	168	1 342	419
Other vocational and technical schools [4]	6	10	79	—	255	2	642	1	1 667	2
Music and fine arts	3	4	37	6	172	58	560	249	744	335
Higher technical and vocational schools [5]	7	10	247	7	272	8	1 760	124	4 412	354
Higher										
Universities	1	3	568	88	874	133	8 190	1 590	20 177	3 775
Independent faculties	5	—								
Special										
For the blind and deaf-mutes	1	2	9	1	15	3	121	30	204	45

Source. Unesco questionnaire EDUC/67.

[1] Including 1 normal school of music with 47 teachers and 34 students, and 2 technical normal schools with 4 teachers and 263 students, in 1938/39. The latter schools are counted with the higher normal schools in 1948/49.

[2] Comprising, in 1938/39, one institute of pedagogy and one higher normal school, and in 1948/49, 4 institutes of pedagogy, one higher normal school and 2 technical normal schools. Students of the higher normal school, however, are excluded here but included in the figures for the universities and other faculties which they attend.

[3] Including schools of midwifery and nursing.

[4] Including railway, mining, police, postal and telegraph service schools.

[5] Including one academy of fine arts.

109. Higher Education
Number of students, by faculty and by sex, in 1948/49

Faculty	Number of faculties	Students enrolled		
		Total	Male	Female
All faculties	**16**	**20 177**	**16 402**	**3 775**
Arts	2	3 466	1 577	1 889
Science	2	2 062	1 541	521
Medicine	2	3 258	2 915	343
Law	2	7 237	6 427	810
Veterinary medicine	1	384	374	10
Agriculture	1	486	458	28
Forestry	1	269	269	—
Economics	1	1 520	1 385	135
Electricity	1	198	188	10
Architecture	1	230	208	22
Civil engineering	1	688	682	6
Machinery	1	379	378	1

Source. Unesco questionnaire EDUC/67.

110. Public Expenditure on Education in 1948
(in Turkish liras)

Source of revenue	Total	Pre-school and primary education	Secondary education	Higher education	Other
Public Education	**168 710 922**	**75 751 328**	**65 492 352**	**27 327 661**	**139 581**
Contributions from the State	146 654 034	57 469 073	61 717 719	27 327 661	139 581
(a) From the budget of the Ministry of Education	(118 903 432)	(57 469 073)	(54 602 059)	(6 832 300)	—
(b) From the budget of the central Government and other Ministries	(27 750 602)	—	(7 115 660)	(20 495 361)	(139 581)
Contributions from provincial Governments ('vilayets')	18 282 255	18 282 255	—	—	—
Contributions from local authorities	843 758	—	843 758	—	—
School fees	2 930 875	—	2 930 875	—	—
Private Education	**7 610 725**	**1 312 291**	**6 298 434**	—	—
Subsidies or grants-in-aid from public funds	472 343	259 869	212 474	—	—
School fees	5 347 086	590 498	4 756 588	—	—
Revenue from endowments, gifts, etc.	1 791 296	461 924	1 329 372	—	—

Source. Unesco questionnaire EDUC/67.
Note. Official rate of exchange in 1948: LT 2.825=U.S $.1.

UNION OF SOUTH AFRICA

Based on data supplied by the Department of Education, Arts and Science, Pretoria, and on the *Bulletin of Educational Statistics 1947*, prepared by the National Bureau of Educational and Social Research

Total population[1]
(estimate: end-of-year 1949)
12 112 000

BACKGROUND

Organized education in the Union dates from the first period of European settlement—the seventeenth century—and during the next 250 years of chequered political history various educational systems were brought to the country from without. The main influences were Dutch and British; yet these did not represent successive or uniform 'layers', since by the end of the nineteenth century the country was divided into four separate units—two republics and two colonies—with social and economic differences that are still apparent in the four provinces that make up the Union today.

At the time of Union, 1910, each province thus had an educational system rooted in its own past. One feature common to them all was the belief that the State was responsible for education and for providing the necessary schools. Administratively the systems remained separate units but they have gradually come to conform to a single type as regards the methods, content and organization of their education. It is now possible to provide a general description which will be an adequate survey of the country as a whole.

While original political divisions have a diminishing effect on the educational system, racial ones persist. Questions of policy and administration affecting the European and non-European sections of the population differ in a number of ways; in regard to education there are considerable differences in the method of control and financing—hence it is necessary to base the main account below on the prevailing European system, with a section devoted to special features of the non-European system. Then, too, European and non-European children do not attend the same schools, so that the difference between the two systems will be reproduced also in the statistical data.

[1] 1946: Europeans 2,336,009 Natives 7,736,000, other non-Europeans 1,188,000.

LEGAL BASIS OF EDUCATION

The Constitution adopted in 1910 was that of a Union; while certain powers and functions were allocated to the provincial authorities, they retain these powers at the pleasure of the Union Government. Education was dealt with in Article 85 of the Act of Union: 'higher education' was reserved for the Union Government and 'education other than higher' was delegated to the Provincial councils.

Since 1910 the Union Government has occasionally stepped in to take over various educational functions which it considered should, in the general interest, fall under national control. Thus industrial education, child welfare, agricultural education,[1] vocational and technical education, certain types of special education, were by successive acts of legislation declared to fall under 'higher education', and so under the Union. A term which originally applied only to universities now covers education from the kindergarten to the highest post-graduate classes of the university.

Apart from this limiting power of the central Government, the provincial councils are in fact free from interference in their own field. They administer primary and secondary schooling by means of ordinances; and there are thus four separate sets of regulations for compulsory and free education. These may be summarized as follows:

The Cape: compulsory from 7 to 16 years of age, but children passing standard VI are exempted irrespective of age; free up to the end of the year in which the pupil attains 19 years of age.

Free State: compulsory, from 7 to 16 years of age; no exemption; free to the end of secondary school.

[1] Since handed back to the provinces, with the exception of agricultural colleges and extension services under the Union Department of Agriculture.

Natal: compulsory from 7 to 15 years of age; exemption as in the Cape; free to the end of secondary school.

Transvaal: compulsory from 7 to 16 years of age; exemption for 15-year-olds if Standard VIII is passed; free to the end of secondary school.

The provinces also train teachers whose two- and three-year courses are all of a post-matriculation standard. This is yet another anomaly in the division of functions between the Union and the provincial authorities.

THE FINANCING OF EDUCATION

The constitutional relationship between the Union Government and the four provincial councils has a bearing also on the financing of education.

PROVINCES

The provinces are responsible for financing primary and secondary education from revenue obtained partly by provincial taxation and partly by Union subsidy. The latter is determined by a complex formula: the general subsidy amounts to 50 per cent of the total provincial expenditure in all departments during the financial year, and to this is added a special subsidy for each of the three southern provinces. A summary of the actual situation in 1946-47 for the four provinces is:

Ordinary provincial expenditure:	£32,134,956
Union subsidy:	£17,806,135 (or 55.4 per cent of above)
Provincial expenditure on education (both European and non-European):	£20,225,145 (or 62.9 per cent of all items)

The classification of educational expenditure is usually an arbitrary matter because the system of accounting grows *pari passu* with the peculiar administrative development of an educational system. This fact renders comparison of costs with those of other countries very difficult and somewhat hazardous. There are, however, a few fundamental heads under which comparison of costs should be possible. They are basic to every educational system:

1. The cost of administrative and supervisory machinery (central, local, school and medical inspection, examinations);
2. The cost of the teaching service (salaries and pensions of teaching staff);
3. The cost of bursaries (tuition, board and transport, all measures taken to bring pupils into school);
4. The cost of buildings and equipment (including maintenance costs, interest and redemption, capital expenditure, but excluding buildings for teacher training).

Since in South Africa most teachers are trained in and under the same system as administers primary and secondary education, we may add a fifth item:

5. The cost of teacher training (salaries for staff, building and equipment costs); and finally;
6. Miscellaneous costs (including loans to students, communications, etc.).

Provincial expenditure (estimated) on European education for 1947-1948 yields the following analysis:

	£	%
Administration	667,381	4.2
Salaries	10,756,284	67.5
Bursaries	903,917	5.7
Buildings, maintenance	1,361,746	8.5
Teacher training	312,381	2.0
Miscellaneous	1,945,457	11.4
Total of all items	15,939,876	100.

UNION

As described already, a number of institutions fall directly under the Union. Universities and technical colleges are State-aided and they receive grants calculated on a formula in which the amount raised by fees and the salaries of the instructional staff are the main elements. Housecraft, commercial and technical high schools, special schools, schools of industries and reformatory schools are State institutions in which the Union Department of Education, Arts and Sciences bears all the cost.

For the financial year 1946-47 the actual expenditure of the Union Department on these items amounted to £3,503,772.

LOCAL

Local authorities have no taxing power in respect of education.

ADMINISTRATION

In each province the provincial council is the legislative and executive authority in respect of primary and secondary education (including also training institutions for primary teachers). The Director (or Superintendent) of Education is the chief responsible officer as head of the Department of Education.

Under the director is a staff of inspectors who control the inner working of the schools. Each school has a local school committee, elected by parents, whose chief function is the selection of teachers (subject to the approval of the Department, which makes final appointments). District school boards deal with general administrative matters pertaining to all schools in the district.

The one exception to this system is Natal, where there are no local authorities for education; everything is controlled from the Department in the provincial capital.

The inspectors of the provincial departments supervise and inspect both primary and post-primary classes of the schools in their circuits. While there is no uniform method, inspectors as a rule examine the school and the classes only; the promotion of scholars falls under the control of the school principal, and individual teachers have reasonable freedom in their work.

Institutions falling under the Union Government have a greater degree of autonomy, but those of school level are subject also to inspection and supervision by the Union Department of Education, Arts and Science.

ORGANIZATION

The general organization of primary and secondary education in South Africa is more akin to the continuous ladder arrangement obtaining in America than to the European systems. Here roughly the 8-2-2 plan prevails.

PRE-SCHOOL EDUCATION

Nursery schools are organized by municipalities and by voluntary effort, and are also attached to teacher-training colleges and health centres, but they have not been incorporated into the national educational system, even though a number of them receive provincial subsidies.

Nursery schools as observation and practice centres in child care have also been established at six housecraft high schools and two girls' schools of industries under the Department of Education, Arts and Sciences.

PRIMARY EDUCATION

The South African child comes to school at a median age of 6¹/₄ years. He spends two years in what are called the sub-standards, and then proceeds to Standard I in which the median age for all children in the Union is just over 8 years. If he is an average child he takes a year for every standard and he reaches Standard VI when he is a little over 13 years. At the end of this standard he takes an examination conducted, as a rule, by the school. On passing, he receives the primary school-leaving certificate.

The subjects of the primary curriculum comprise: Afrikaans, English, arithmetic, history and geography, science (or nature study), hygiene, religious instruction, singing and drawing. The boys also learn woodwork or some handicraft, the girls some form of housecraft such as cookery or needlework.

Of the children who begin school at any given time some two-thirds complete Standard VI.

SECONDARY EDUCATION

After completing the primary course, the pupil may go on to secondary education lasting through Standards VII, VIII, IX and X. If he lives in a small town he may receive such education in the same buildings where he received his earlier education, under the same principal and sometimes with the same teachers. If he lives in a larger town where the number of pupils warrants the erection of a separate building for secondary classes he goes, of course, to another school building.

In general, secondary education commences with Standard VII, and the term secondary or high school may be applied to any institution doing post-Standard VI work, whether it has a primary division attached to it or not. In the Cape Province, for example, about 90 per cent of the secondary schools have the primary department included in the same building and under the same principal.

On completing Standard VIII the pupil may be subjected to a public examination (organized at provincial or at national level), and if he passes he receives the junior (high school) certificate. Out of the hundred who originally started school, about twenty gain this certificate. The median age of pupils in Standard VIII is 16. There is a considerable list of subjects from which seven must be chosen; the two official languages and a science being obligatory. In the Cape the tendency is to differen-

tiate pupils considerably at this level by adding several subjects of a vocational or specialist nature.

At the end of Standard X the pupil comes to the matriculation (or its equivalent, the high school-leaving or senior certificate) examination which is the conclusion of the four-year secondary course. The parent examination is conducted by the Joint Matriculation Board, a body comprising representatives of the universities, the provincial and the Union Education departments and a few other interests; and the standards set by the matriculation examination provide both an entrance qualification to the universities and a high school-leaving certificate.

The latter function is also fulfilled by examinations conducted by the provinces; and the Union Department conducts its own national junior and national senior certificate examinations. If a certain combination of subjects is taken in the Standard X examinations, the Joint Matriculation Board recognises them as qualifying for entrance to the university.

The matriculation regulations exercise a considerable influence on the work of the schools. The candidate has to present at least two languages (one being an official language), one science or mathematics, and three other subjects. On paper the range of choice is wide, but most schools are able to offer only limited options. The subjects most frequently studied are, in practice: Afrikaans, English, mathematics, chemistry, Latin and history.

TECHNICAL EDUCATION

By an agreement in 1925 between the provinces and the Union all vocational training in technical colleges and in trades, vocational, housecraft and agricultural schools became a matter of Union control. Later, in 1938, the agricultural schools were handed back to the provincial authorities.

As the institutions fall into clearly defined types, a short account of each will be given.

Technical colleges are found in the main towns. They offer a wide range of courses, all of which are post-primary and some, post-secondary. For full-time students the colleges provide a full secondary school course with specialization in technical, commercial or domestic science subjects; and the Union Department's examination at Standard VIII and X levels are on a par with those of the provinces. The colleges also cater for apprentices in designated trades whose employers are required by the Apprenticeship Act to arrange for their attendance at an approved educational course. These classes, in technical and ancillary subjects, are given in the evenings; most are at a secondary level, with the more advanced classes going beyond that level. Finally, the technical colleges provide teacher-training courses for specialists in technical, commercial, art and domestic science subjects; and one college trains nursery school teachers. Matriculation or its equivalent is needed for entrance; the courses last two or three years. Two of the larger technical colleges conduct correspondence courses in academic, general and technical subjects; the enrolment in 1947 was 8,009.

Vocational schools have a narrower and more clearly defined scope; they comprise 14 technical and commercial high schools and 10 housecraft high schools. They are residential State schools where most pupils receive free tuition and accommodation. At least a Standard VI certificate is needed for entrance (Standard VIII in the case of commercial high schools). The courses are essentially practical, lasting three years, and including such subjects as cabinet-making, carpentry, smithy work, tailoring, housecraft, domestic science, etc. Besides these more general subjects are also taught.

Industrial schools number 14. They resemble the vocational schools in curriculum, but differ in that they accept pupils at the primary level. To these schools are sent children committed by the State under the Children's Act (on account of destitution, neglect, uncontrollability, etc.).

Agricultural schools are now controlled by the provinces; they admit pupils of a post-primary standard. Mention should be made also of the institutions maintained by the Union Department of Agriculture. There are four agricultural colleges and 18 stations for animal husbandry, field husbandry and pasture research. The four colleges of agriculture are centres for extension work; they also offer a variety of short courses for farmers and special two-year diploma courses for which a Standard VIII certificate is the minimum entrance qualification.

In general, it may be observed that the number of children undergoing specialized education in vocational schools is, in relation to the total number of European pupils, very small.

HIGHER EDUCATION

The universities and university colleges are State-aided institutions and are subsidized by the Union Department of Education, Arts and Science (estimated cost, 1946-47, £674,135). The universities are: Cape Town, Stellenbosch, Witwatersrand, Pretoria, Natal (at Pietermaritzburg and Durban), Orange Free State (at Bloemfontein) and Rhodes (at Grahamstown). The University of South Africa is an examining and not a teaching institution; three of its constituent colleges recently acquired full university status by Acts of Parliament (the last

three mentioned above), but two colleges still remain.

Each university is controlled by a council which consists of the principal or rector, and members nominated by the Government, Convocation, the Senate and the municipality within which the university stands. This Council controls the wider aspects of policy, the more academic administration being in the hands of the Senate, a body made up of members of staff and of Council representatives.

The universities give degrees in arts and sciences and have the usual professional faculties of education, commerce, law, etc. Cape Town, Pretoria and the Witwatersrand have well-equipped medical and dental schools; Stellenbosch, Natal and Pretoria make a speciality of agriculture. Faculties of engineering exist at Cape Town, Witwatersrand and Natal.

SPECIAL EDUCATION

Special schools for the blind, deaf and dumb are established at six centres; a few institutions provide for crippled and cardiopathic children; one school deals with epileptics. These schools are mostly State-aided.

There are also two institutions under the Union Department of Health for the education of mentally defective children.

Since 1937 the provinces have assumed responsibility for subnormal, partially-sighted, hard-of-hearing and physically defective children. Special classes for handicapped children have increased rapidly in recent years.

TEACHER EDUCATION

In all cases teacher-training courses are of a post-matriculation level.

ADULT EDUCATION

The report of the *Committee of Enquiry on Adult Education* was published in 1946 and accepted by the State as a basis for a national scheme of adult education. An Adult Education Section, under a director, was set up in the Department of Education, Arts and Science. This section has started to organize a scheme of mass literacy education for non-Europeans. Other important aspects of the work include: expansion of continuation classes, systematic extension lectures, the establishment of a national theatre; expansion of theatrical performances, library services and art centres; the organization of local committees to foster and co-ordinate adult education efforts; and the provision of educational courses for the police force.

While the Union Government has a general role in co-ordinating and stimulating local effort, a great deal is being done in all these fields by voluntary agencies.

PRIVATE SCHOOLS

It is a distinctive feature of the South African system that some 94 per cent of the children attend public schools. The private schools, administered by voluntary organizations or religious bodies, do not differ much in their structure or curriculum from the State schools, since their pupils generally take the examinations of the State system. Separate statistics are kept on these private schools.

There are also State-aided schools, mention of which occurs in various parts of this description. Numerically they are few, and for statistical purposes they are counted in with the public schools.

SCHOOL BUILDINGS

In a system which is predominantly State-controlled, responsibility for buildings and equipment likewise rests with the central or the provincial authorities.

EDUCATION AND STATUS OF TEACHERS

As appears from the account above, teachers are trained by the provincial authorities (in 15 normal or training colleges—mainly for primary schools), by the education faculties of the universities (for secondary schools) and also by the technical colleges (for special subjects). The last two fall under the Union Government.

The normal or training colleges run by the provinces provide the following types of course:

1. Two years' post-matriculation course. This leads to the lowest primary teachers' certificate (T. 3). Where the training college is near a university, one year is taken up largely by academic courses at the university, selected so as to broaden the students' knowledge of school subjects. The second year is devoted exclusively to professional work. In the Transvaal, the whole two years are spent on professional work.

2. Three years' post-matriculation course. This leads to the higher primary certificate (T. 2) or its equivalents. Practice varies in the provinces; in some cases the course resembles (1) above, with an extra year for specializing on some phase of primary school teaching; in others, greater space is given to academic work.

   The main purpose of these courses is to staff the primary schools adequately. All provinces offer liberal loans and bursaries to students.

   Two further types of course are provided by the universities, in conjunction, where necessary, with training colleges.
3. Four years' post-matriculation course. As a rule students take three years for their ordinary B.A. or B.Sc. degrees and then devote a year to an intensive professional course which leads to the secondary teachers' higher diploma.
4. Five years' post-matriculation course. This leads to a bachelor's or master's degree in Education at certain universities.

For the year 1947, 97.6 per cent of the teachers in European public schools were certificated and 31.2 per cent had university degrees. The corresponding percentages for private schools were 61.9 per cent and 20.6 per cent respectively.

For the public schools, teachers are appointed by local school boards or, in the centralized province of Natal, by the provincial department. Inspection of their work is a part of the usual school inspection, and teachers have considerable security of tenure. In each province there is an active teachers' union.

ORGANIZATION OF SCHOOL HEALTH SERVICE AND PHYSICAL EDUCATION

Medical inspection is established in all the provinces. Nineteen full-time medical inspectors are assisted by school nurses and part-time specialists. Owing to the vast areas which the medical inspectors have to cover, remedial and follow-up work is possible only in the larger cities. In several towns there are school clinics. Trained psychologists have been added to the staffs of medical inspectors in recent years. Drill is included in the syllabuses of all classes. In the high schools gymnastics are compulsory, and unless a medical certificate is produced all pupils are required to take part in sports and gymnastics. Many of the high schools in the cities have built their own swimming baths, but where none is available at the school, use is usually made of the nearest municipal bath during the summer months.

ROLE OF YOUTH MOVEMENTS

As a general rule youth clubs and associations are regarded as extra-curricular activities.

NON-EUROPEAN EDUCATION

The foregoing account describes the main features of European education in the Union. To this must be added a special note on the education provided for other racial groups, in so far as the system differs from the European one. The main population groups here are: Native (i.e., indigenous African), Indian (chiefly in Natal and Transvaal) and Coloured (i.e., of Malay or mixed descent, originally in the Cape but now in all provinces).

NATIVE EDUCATION

This falls legislatively under the provincial councils. The head of each provincial education department has on his staff a specialist officer, the Chief Inspector of Native Education, to take charge of administrative work; and a special board (representing chiefly the missions which control schools) exists to advise the department on all matters affecting native education.

Under Act. No. 29 of 1945, the Minister of Education set up a Union Advisory Board on Native Education which brings together the Secretaries for Native Affairs and Education, representatives of the provincial authorities, and up to five other persons nominated by the Minister. This body allows for necessary national co-ordination and advises the Minister of Education on the budget for Native education. The budget is submitted to Parliament on the vote of the Union Education Department; the accounting is thus centralized and the grant to the provinces is distinct from the general grant covering European education and other provincial activities. For the financial year 1946-47, the Union Government allocated £2,614,632 to provinces, and administered an estimated £860,000 as a subsidy for school meals. The provinces levy no taxes of thier own in respect of Native education.

Within the provinces the great majority of Native schools are aided mission schools under the local control of a missionary manager. Only in Natal is there a considerable proportion of Stat schools for Natives, controlled directly by the Education Department. Inspection of Native schools is caried out by a provincial inspectorate.

Education is not compulsory for Native children. Primary schooling is free in all provinces, and in Natal tuition in both State and State-aided schools is free up to Standard VII. Officially, children are supposed to be taught through the medium of the vernacular for the first four years, i.e., to the end of Standard II.

The primary school comprises eight classes—two sub-standards and six standards. A Standard VI examination conducted by the Department serves as an entrance examination to secondary schools and teacher-training colleges.

The secondary school course is the same as that described for Europeans.

There are 34 State-aided institutions in the Union for teacher-training, and one State institution was started in the Transvaal in 1946. Considerable variations exist between the provinces, but the main pattern is:

1. Native primary lower certificate: a three-year course after Standard VI, the first confined to academic work.
2. Native primary higher certificate: a two-year course after Standard VIII.

Vocational training is provided in a number of centres. Industrial and trade schools for boys give a three to five-years' course at a post-Standard VI level, and some 10 centres give training in household work for girls.

The South African Native College at Fort Hare provides higher education for non-Europeans of all races. This College, affiliated to Rhodes University (by Act No. 15 of 1949), gives courses in the arts, sciences, theology, education, agriculture; and it offers a two-year diploma course leading to a secondary teachers' certificate. Native students are admitted to classes in the universities of Cape Town and Witwatersrand. Natal University has a considerable non-European division, including the beginning of a medical school.

COLOURED EDUCATION

Only in Natal is a distinction made between the administration of Coloured and Asiatic education. In the other provinces Asiatics are comparatively few and are treated as part of the coloured school population.

Coloured education is a provincial responsibility. In the Cape the schools are mainly of the State-aided mission type; in Natal, children are evenly divided between State and aided schools; in the northern provinces the State schools predominate, under the control of local boards or committees. No special provision is made for inspection, since the provincial inspectors of European schools or of Native schools (in the case of the Free State) include Coloured schools in their circuits.

A Natal Ordinance of 1942 makes primary schooling compulsory for Coloured children; a similar Ordinance in the Cape province is now being put into force. There is no compulsory education in the other two provinces. Education is free up to Standard VI in the Free State, to Standard X in the Transvaal and Natal (in State schools) and up to Standard X or 19 years of age in the Cape.

In organization and curriculum the Coloured schools follow the same pattern as the European.

INDIAN EDUCATION

Because of the size of its Indian population, the province of Natal administers Indian schools as a separate group. Supervision is exercised by a Chief Inspector of Indian Schools.

Both State and State-aided schools exist. The organization and curriculum of primary and secondary schools follow the pattern of the European and Coloured system. School attendance is not compulsory, but is free to the end of Standard VI.

SPECIAL PROBLEMS AND RECENT TRENDS

For the European public school system bilingualism represents a particular problem. The two languages of the Union, English and Afrikaans, have official equality. In educational practice this means that every child should be taught through the medium of his home language (at least in primary school) and should learn the second official language. The degree of parental choice varies considerably. In the Transvaal, from 1950 every child must be taught through the medium of his home language, and only after the child passes 16 years of age and Standard VIII does the parent have the choice of language of instruction; at the other extreme, in Natal, parents have complete freedom of choice. The other two provinces provide for primary schooling in the mother tongue, with freedom of choice thereafter.

In Natal an experiment is now being conducted in parallel-medium instruction, i.e., some subjects taught through the medium of the second language.

The provision of adequate and suitable educational facilities for all sections of the population is still one of the major problems ahead.

The two most striking trends in the education system have been: expansion of European schooling at

the secondary level (a rate of growth about three times as fast as the over-all increase in school population from 1910 to 1946); and the over-all increase during the last decade of non-European children in school (for the most part still confined to the primary level).

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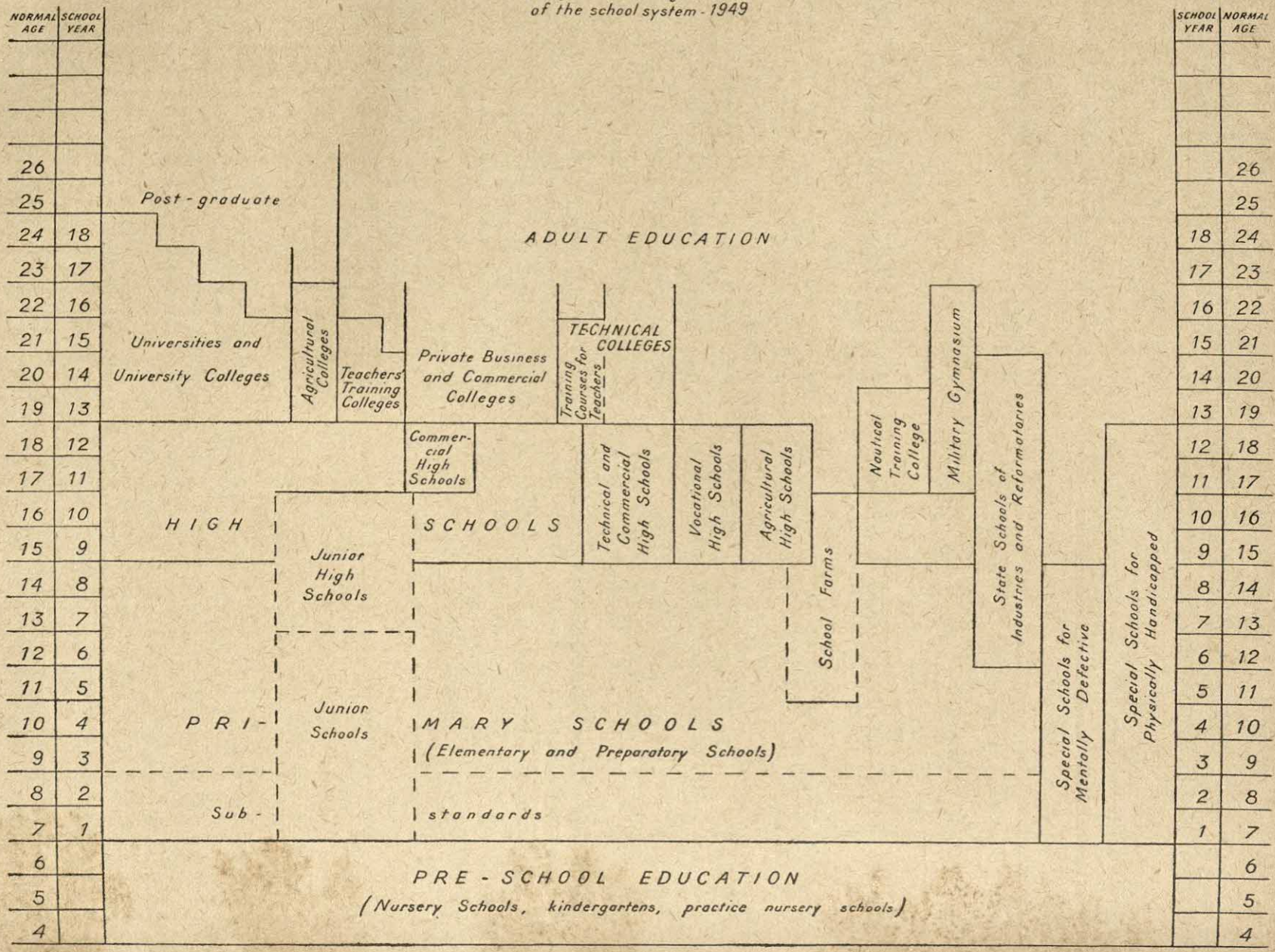
UNION OF SOUTH AFRICA

Diagram of the organization of the school system - 1949



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
(Not yet integral part of system)				
Crèches and day nurseries	0—6			
Primary Education				
Junior schools	6—7	6	Home or kindergarten	
Preparatory and elementary schools (private)	6—7	7	Home or kindergarten	
Primary schools (mostly public)	6—7	8	Home or kindergarten	Internal or provincial examination leading to primary school-leaving certificate
Secondary Education				
Junior high schools	13	3	Primary school	
School farms	9—10 or 13	6 or 3	Home or primary school	
High schools	12—13 or 14—15	6 or 4	Primary school	*Matriculation* certificate of the Joint Matriculation Board
Agricultural high schools	14—15	4	Primary school	*Matriculation exemption by:*
Technical high schools	15	4	Primary school	Transvaal secondary school certificate
Homecraft high schools	15	4	Primary school	Orange Free State school-leaving certificate
Commercial high schools	16—17	2	Junior certificate (Standard VIII)	Cape senior certificate
Technical colleges	15	4	Various	National senior certificate
Higher Education				
(a) Non-degree-granting colleges:				
Teacher-training colleges (normal colleges)	19	2—3	Matriculation or senior certificate	Primary teachers' certificate (2 years' course); Higher teachers' certificate (3 years' course)
Technical colleges[1]	—	1—3	Matriculation required for training teachers of technical subjects	Diploma
Military gymnasium	17—22	1 (first degrees)	Matriculation	
(b) Degree-granting colleges, universities and university colleges	18	3—4	Matriculation	Degrees in arts and science (B.A./M.A./D.Litt./B.Sc./M.Sc./D.Sc./D.Phil.)
	18	5	Matriculation	Arts and architecture (B.A./M.A.)
	18	4—5	Matriculation	Engineering (B.Sc./M.Sc./D.Sc.)
	18	6	Matriculation	Medicine (M.B.Ch.B./Ch.M./M.D.)
	18	5	Matriculation	Dentistry (D.D.S./B.D.S.)
	18	6	Matriculation	Theology (B.D./M.D./D.D.)
	18	4	Matriculation	Education (B.Ed./M.Ed./D.Educ)
	18	4	Matriculation	Physical education (B.Ed.Ph.)
	18	3—4	Matriculation	Commerce and admin. (B.Com./M.Com./D.Com. etc.)
	18	3	Matriculation	Music (B.Mus./M.Mus.)
	18	4	Matriculation	Agriculture (B.Sc./M.Sc./D.Sc.)
	18	4	Matriculation	Veterinary science (B.V.Sc.)
	18	4	Matriculation	Domestic Science (B.Sc.)
	21	3	B.A.	Law (LL.B./LL.M./LL.D.)
	18	4	Matriculation	Forestry (B.Sc./M.Sc.)
	18	4	Matriculation	Physiotherapy (B.Sc.)
	18	5	Matriculation	Surveying (B Sc.)
	18	4	Matriculation	Fine arts (B.A./M.A.)
	18	3	Matriculation	Social studies and social work (B.A./M.A.)

[1] Special courses in nursery education, domestic science, secretarial classes, apprenticeship training courses, adult education, etc. Training of commercial and nursery school teachers.

111. Summary of School Statistics
Number of institutions, teachers and students in 1937 and 1947

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1937		1947		1937		1947	
	1937	1947	Total	Female	Total	Female	Total	Female	Total	Female
Primary and Secondary										
For Europeans, public: primary	...	...	16 274	*8 918	17 707	*9 438	313 371	...	346 433	...
secondary	...	...					62 981	...	95 808	...
For Natives, public: primary	3 669	4 750	9 177	...	15 121	...	387 620	...	653 228	...
secondary							4 772	...	18 186	...
For Coloured and Indians, public: primary	1 042	1 401	3 844	...	6 607	...	144 403	...	225 889	...
secondary							2 950	...	5 769	...
For Europeans, private: primary	276	290	1 410	*1 038	1 668	*1 293	17 853	...	26 040	...
secondary							6 976	...	10 480	...
Technical										
Schools of industry (for Europeans)	...	14	...	...	...	...	[1] 1 475	...	[1] 2 118	...
Agricultural schools (for Europeans)	...	7	...	...	...	...	206	...	436	...
Vocational high schools (for Europeans)[2]	...	24	...	...	...	...	2 129	...	3 739	...
Technical colleges (for Europeans)	...	10	[3] 1 231	...	[3] 2 110	...	[4] 23 810	*5 119	[4] 44 862	*13 324
Technical colleges (for Indians)	...	1	...	...	...	...	...	...	[5] 1 806	...
Teacher training[6]										
Normal and training colleges (for Europeans)	15	15	...	...	...	...	2 417	1 748	2 465	1 780
Higher										
Universities and university colleges (for Europeans)[7]	9	9	644	...	1 236	...	6 925	*2 174	17 627	4 283
Special										
For the blind, the deaf and epileptics (European and non-European)	...	9	...	...	...	...	628	...	1 211	...

Source. Unesco questionnaire EDUC/67.
Note. Unless otherwise stated data refer to full-time teachers and students.

[1] A number of these pupils were at the primary level.
[2] Technical and commercial high schools and housecraft high schools.
[3] Including 822 (1937) and 1,458 (1947) part-time teachers.
[4] Including 18,804 (1937) and 35,410 (1947) part-time students.
[5] Part-time students.
[6] Courses in education are also offered in some of the technical colleges and in the universities.
[7] The S. A. Native College was attended by 318 students in 1947, who write the examinations of the University of South Africa as external students. The Rhodes University Private Bill (1949) makes provision for the affiliation of the S. A. Native College with Rhodes University College.

112. Age Distribution of Students
European primary and secondary schools in 1947

Age in years	Number of students enrolled	Percentage by age
All ages	**458 761**	**100.0**
Under 7	39 087	8.5
7	48 342	10.5
8	48 610	10.6
9	47 570	10.4
10	46 285	10.1
11	44 361	9.7
12	42 366	9.2
13	40 363	8.8
14	37 291	8.1
15	32 532	7.1
16	18 945	4.1
17 and over	13 009	2.8

Source. Unesco questionnaire EDUC/67.
Note. State and State-aided schools and registered private schools.

113. Higher Education
University students, by faculties, in 1946 and 1947

Faculty	Number of students enrolled,[1] 1946			Number of students enrolled,[1] 1947		
	Total	Undergraduate	Graduate	Total	Undergraduate	Graduate
All faculties	**19 994**	**17 972**	**2 022**	**19 962**	**18 068**	**1 894**
Pure arts and science	7 372	6 593	779	7 754	6 937	817
Education	771	329	442	718	266	452
Medicine and dentistry	3 462	3 192	270	3 511	3 272	239
Commerce	2 468	2 358	110	2 339	2 268	71
Engineering and technology	2 689	2 648	41	2 629	2 598	31
Law	456	274	182	459	318	141
Fine arts and music	1 275	1 222	53	924	904	20
Agriculture and domestic science	646	608	38	604	576	28
Other faculties[2]	855	748	107	1 024	929	95

Source. Unesco questionnaire EDUC/67.

[1] Including part-time students numbering 2,810 in 1946 and 2,335 in 1947.

[2] Including architecture, theology, veterinary science, physical education and unclassified students.

U. S. S. R.

Total population
(estimate: 1946)
193 000 000

Based on published sources[1]

LEGAL BASIS OF EDUCATION

According to the 1937 Constitution of the U.S.S.R., all citizens have the right to education (article 121 of the Constitution). To implement this right the Government of the U.S.S.R. has established:

1. A State monopoly in education. A small number of pre-school institutions and those for adult education are maintained by trade unions, co-operatives and collective farms, but they are controlled and supervised by public authorities.
2. A strict separation of Church and State, all public instruction being secular.
3. Universal free education, with compulsory attendance for ages 8 to 15. In 1944 the compulsory age was lowered to 7, so that at present compulsory attendance covers eight years (7 to 15).
4. Absolute equality of all racial, linguistic or religious communities of the U.S.S.R. All nationalities use their mother tongue as the medium of instruction in their schools. The Russian language is compulsory, as the second language, in all non-Russian schools.
5. Absolute equality of men and women, achieved by equal opportunities for boys and girls in secondary and higher education.

ADMINISTRATION AND FINANCE

The U.S.S.R. consists of 16 Union Republics: R.S.F.S.R. (Russian Soviet Federative Socialist Republic), capital Moscow; Ukrainian S.S.R., capital Kiev; Bielorussian S.S.R., capital Minsk; Azerbaidzhan S.S.R., capital Baku; Georgian S.S.R., capital Tbilisi; Armenian S.S.R., capital Erivan; Turkmen S.S.R., capital Ashkabad; Uzbek S.S.R., capital Tashkent; Tadzhik S.S.R., capital Stalinabad; Kazakh S.S.R., capital Alma-Ata; Kirghiz S.S.R., capital Frunze; Latvian S.S.R., capital Riga; Estonian S.S.R., capital Tallinn; Lithuanian S.S.R., capital Vilnius; Karelo-Finnish S.S.R., capital Petrozavodsk; and Moldavian S.S.R., capital Kishiner. In addition there are 16 Autonomous S.S.R. (Tartar, Bashkir, Buriato-Mongol, Yakut, etc.), most of them within the R.S.F.S.R. Smaller national communities are grouped in nine autonomous regions and 10 national areas. The larger Union Republics are divided into regions, provinces and districts. The administration and finance of education has, therefore, to be considered on four different levels: Union (Federal); Union Republican (16 Rep.); Autonomous Republican (16 Rep.); and Regional and local.

THE UNION OF SOVIET SOCIALIST REPUBLICS

Since 1946 there have been two Union Ministries controlling education throughout the U.S.S.R. The first of these, the Ministry of Higher Education which controls and supervises all institutions of higher education (universities and higher institutes) and all specialized secondary schools (technicums and teachers' institutes). All the Statutes of higher institutions and the curricula and methods of specialized secondary schools are issued by the Union Ministry of Higher Education. The Ministry maintains all the universities, higher technical and agricultural institutes. The second federal authority is the Union Ministry of Labour Reserves, which controls all vocational and factory schools throughout the Union, but does not maintain them.

THE 16 UNION REPUBLICS

Each Union Republic has its own Ministry of Education, which controls all pre-school institutions,

[1] All material prepared with the kind assistance of the Institute of Education, University of London.

primary and general secondary schools and adult education. The pedagogical and medical higher institutes and technicums are maintained by the Republican Ministries, although controlled by the Federal Ministry of Higher Education. Vocational schools are maintained by the Republican Ministries of various industries and controlled by the Federal Ministry of Labour Reserves.

THE 16 AUTONOMOUS REPUBLICS

These Republics have their own Ministries of Education, which, however, are subordinate to the Union Republican Ministries.

REGIONS, PROVINCES AND DISTRICTS

These local authorities have their own Departments of Education, subordinated to the Union Republican Ministries. Local authorities maintain pre-school, primary and general secondary schools and provide for adult education.

All authorities—federal, republican and local—have their staff of inspectors who supervise the respective sections of their school systems.

Budget data for the U.S.S.R., with comparative figures where known, are:

Educational budget: by purpose (in million rubles)

	1939	1946
Kindergartens	974	—
Children's homes	1 018	—
General primary and secondary	7 700	—
Other expenditure on general education	738	—
Total expenditure on general education	10 430	
Technicums	1 870	3 269
Higher education	2 555	4 595
Vocational education	2 792	5 534
Scientific institutions and research	903	6 389
Fine arts and publications	679	—
School buildings, etc.	718	—
All other	1 122	
Total	21 069	40 160

Expenditure by authorities: 1939

	Total sum in million rubles	% of total educational expenditure	% total budget of the authority
Union (federal)	4 828	23	4.1
16 Republican budgets	3 600	17	30.8
Local	12 641	60	46.8
Total	21 069	100	13.6

The Union Ministry maintains all higher education institutions (except those for the training of teachers) and all technical and vocational training establishments. The 16 Republics maintain institutes for teachers' training.

The local authorities maintain the schools for general education (pre-school, primary, secondary and adult education).

ORGANIZATION

The school system of the U.S.S.R. is uniform throughout the Union. Kindergartens are provided for children of 3 to 7 years. Attendance is not compulsory and only about 6 per cent of children attend.

From 7 to 15 attendance is compulsory, but is universally enforced only for ages 7 or 8 to 12. From 12 to 15 years about one-third of children, almost exclusively those in rural districts, remain outside the school. The compulsory school for 7 to 15 years of age is called the incomplete secondary school, and has seven (or eight) classes. In rural districts where these schools are lacking, children attend primary schools with four classes. After completing the primary school or the first four classes of the incomplete secondary school pupils can continue their education in the fifth class of a secondary school. The complete secondary school has 10 (or 11) classes, including the seven classes of the incomplete secondary school. After three additional years in complete secondary school (classes VIII, IX and X) pupils take an examination for the matriculation certificate which entitles them to higher education. Those who complete only seven years (certificate of class VII) are entitled to enter the technicums or teachers' institutes, the so-called specialized secondary schools. Special secondary education continues for three or four years—ages 15-18 or 19—and trains technicians, lower medical personnel and teachers of primary grades. Technicum students may continue their

education in universities or higher institutes of the same speciality.

Side by side with this regular method of entry into higher education, special secondary schools exist for young workers and peasants who missed the regular day secondary school. These, known as Young Workers' or Young Peasants' schools, are evening, part-time institutions open only to young workers and peasants over 16 years of age, who are employed in industry and agriculture and have received a primary education. After four years of intensive training they sit for the matriculation examination, and if successful are admitted into higher institutes and universities on equal terms with the graduates of complete secondary schools. About 40 per cent of all students in higher institutions come from these part-time schools. In consequence, the average age of Soviet students is higher than in Western Europe.

Higher education is organized in the main to correspond to the different branches of industry and agriculture. General higher education is imparted in universities, which have from four to nine faculties. There are 33 universities—12 in R.S.F.S.R., seven in Ukraine, two in Lithuania, two in Uzbekistan and one in each remaining Union Republic. The universities are the centres of national culture for each nationality and as a rule do not provide technical, medical or pedagogical education. For this purpose there are special institutes for medical, pedagogical, economical, fine arts or agricultural instruction, and various engineering and technological institutes.

Lower vocational education is controlled by the Federal Ministry of Labour Reserves and is organized in two kinds of schools. The vocational schools proper accept all boys and girls of 14 years who have received a primary education and give them a three to four years course in various arts and crafts. The factory schools are open only to young workers of 16 + years, employed in industry. After six months' employment, they may take a year or two of special training to raise their qualifications as workers.

Special education is provided, by schools for the blind, for deaf-mutes, for cripples and for the mentally defective. For orphans and abandoned children there are special boarding schools, or children's homes. The sons of officers and men killed in the war are educated (ages 12-18) in special military boarding schools, called Suvorov and Nakhimov Schools, in honour of the famous Field-Marshal Suvorov (eighteenth century) and Admiral Nakhimov (Crimean War).

The following tables present a statistical survey of the position for the latest year for which data are available.[1]

[1] Owing to difficulties of comparability, these tables are not placed at the very end of the section.

Number of general schools: 1939/40

School type	Urban districts	Rural districts	Total U.S.S.R.
Primary		110 220	110 220
Incomplete secondary	11 753	35 042	55 058
Complete secondary		8 263	

Enrolment in general schools: 1939/40

School or classes	Urban districts	Rural districts	Total U.S.S.R.
Classes 1-4	5 164 200	15 306 800	20 471 000
Classes 5-7	3 578 200	6 136 800	9 715 000
Classes 8-10	1 102 600	767 400	1 870 000
Total	9 845 000	22 211 000	32 056 000

Technical and higher education: enrolments 1939/40

Field	Technicums	Higher institutes	
	No. students enrolled	No. of institutes	No. students enrolled
Industry and building	190 039	137	160 500
Transport and communications	62 947	28	41 000
Agriculture	137 728	85	56 600
Trade and commerce	35 857	47	27 700
Education	242 456	351	212 800
Fine arts and music	27 822	24	8 300
Health and physical culture	248 181	78	113 000
Total U.S.S.R.	945 030	750	619 900

Some comparative figures relating to the pre-school, general school and technical situation:

Kindergartens:
in 1939/40, 23,123 with 1,039,000 pupils;
in 1947/48, 27,000 with 1,500,000 pupils.
General primary and secondary schools:
in 1947/48, 200,000 with 33,200,000 pupils.
Technicums in 1947/48:
3,800 with 1,200,000 students.
These figures take into account the territorial changes since 1939.

There were in 1946-47:
5,000 schools for young peasants with 200,000 pupils,
2,001 evening secondary schools for young workers, with 374,770 pupils.

Technical and higher education: by Republics

Republic	1939-40				1949	
	Technicums		Higher Institutes		Higher Institutes	
	No. of technicums	Students enrolled	No. of Institutes	Students enrolled	No. of Institutes	Students enrolled (approx.
R.S.F.S.R.	2 346	605 300	470	400 000	481	474 700
Ukraine	597	171 500	148	[1]126 700	159	137 200
Bielorussia	102	33 500	22	[1]15 400	28	17 900
Azerbaidzhan	98	25 000	14	12 500	18	20 000
Georgia	197	32 300	21	22 700	20	21 000
Armenia	68	11 000	9	7 400	14	14 800(?)
Turkmenistan	40	6 700	6	2 600	6	3 000
Uzbekistan	110	23 000	29	20 000	35	29 000
Tadzhikistan	27	4 900	7	2 200	7	2 500
Kazakhstan	120	26 300	19	8 400	23	9 000
Kirghizstan	28	5 500	5	2 000	6	2 500
Total U.S.S.R. in 1939	3 733	945 030	750	619 900		
Latvia					9	9 000
Lithuania					12	12 000
Estonia					6	5 800
Karelo-Finnish	(in 1939 included in R.S.F.S.R.)				2	2 000
Moldavia					7	6 000
Total U.S.S.R.					833	[2]774 500

[1] With addition of Western parts since 1939.
[2] The total figure is more correct than figures by Republics.

The following table gives some indication of the growth of education in the Republics:

Diffusion of literacy and education (according to the census of 1939)

Republics	% of literates 9 + years	No. of people with secondary education	No. of people with higher education	For 1,000 population No. with	
				sec. ed.	higher ed.
R.S.F.S.R.	81.9	8 319 706	706 653	76.8	6.5
Ukraine	85.3	2 928 212	222 154	94.6	7.2
Bielorussia	78.9	434 526	25 005	78.0	4.5
Azerbaidzhan	73.3	234 481	21 592	73.2	6.7
Georgia	80.3	401 407	39 681	113.4	11.2
Armenia	73.8	104 480	7 505	81.5	5.8
Turkmenistan	67.2	57 856	4 032	46.2	3.2
Uzbekistan	67.8	241 903	19 421	38.6	3.1
Tadzhikistan	71.7	40 287	2 982	27.1	2.0
Kazakhstan	76.3	368 316	27 822	59.9	4.5
Kirghizstan	70.0	47 348	3 250	32.5	2.2
U.S.S.R.	81.2	13 178 522	1 080 097	77.7	6.4

ADULT EDUCATION

The schools for adult illiterates, which played such an important role during the first twenty years of the Soviet régime, have now almost disappeared, as illiterates are met with only in remote rural areas among the oldest group of the population (50 years and over). Adult education proper is carried out by many centres, clubs, libraries and museums, maintained by local authorities, trade-unions, co-operatives and Communist Party units. The universities organize correspondence courses for adults, which are taken by large numbers of citizens—in 1949: 346,000.

INDEPENDENT AND PRIVATE SCHOOLS

There are no private schools at all. A small percentage of the pre-school and adult education institutions are maintained by trade-unions and collective farms, but these form an integral part of the public school system. The Russian Orthodox Church maintains about 10 seminaries and two Theological Academies for the training of the clergy. These theological schools, however, are authorized and indirectly subsidized by the Soviet Government and are subject to the supervision of the Ministry of Religious Affairs.

SCHOOL BUILDINGS

In rural areas with no secondary schools the ordinary primary school is a small building, of brick or stone in the south and wood in the north, with four classrooms, quarters for the teacher, a small garden and a plot for experiments. The incomplete secondary school has seven or eight classrooms and additional rooms for special purposes. In towns secondary schools are large many-storied buildings with laboratories, libraries and gymnasiums. During the war the majority of the school buildings in regions occupied by the Germans were completely or partially destroyed. In Bielorussia, for instance, out of a total of 10,000 school buildings about 7,000 were completely destroyed. After the war most of the buildings were reconstructed and at present the great majority of schools have their own buildings. The destroyed equipment and libraries have also been replaced.

EDUCATION AND STATUS OF TEACHERS

Primary school teachers or teachers of primary grades in secondary schools are trained in teachers' institutes. Only those in possession of the certificate of incomplete secondary school (class VII) are admitted. The usual course lasts three years and combines general education (scientific or literary bias) with professional training. Teachers of secondary classes (classes V-X) are trained in pedagogical institutes. Admittance is open only to matriculated students (class X). The usual course is five years and is divided into branches of mathematics, science, history and literature and foreign languages. Professional subjects and school practice are included in the course. As a rule secondary school teachers possess the first or 'candidate's' degree. Teachers in higher institutions must possess the higher degrees of master or doctor. Full professors must hold the doctorate. Appointments are made in pre-school and primary schools by local authorities, in secondary schools by Republican Ministries, and in higher institutions by the federal Ministry. Owing to the great shortage of teachers all qualified candidates are appointed unless they are politically unreliable, which is exceptional. In 1941 there were 1,222,805 teachers in the U.S.S.R. At the beginning of the school year 1943-44 only 774,795 teachers were available, so great were the losses due to war and German occupation. At present the gap is filled by employing thousands of young men and women who are not fully qualified. Gradually, by attending temporary courses or by correspondence, they complete their professional training. In 1936 primary and secondary school teachers were incorporated in the civil service system and the title of 'Teacher of Merit' was established as an honorary reward. Since 1936 teachers' salaries have been on the same scale as those of technicians and engineers in industrial enterprises. All teachers belong to teachers' trade unions which have their co-operatives, teachers' houses and other institutions for recreation and professional training. The professors of higher institutions are among the highest paid civil servants.

SCHOOL HEALTH SERVICE

All pupils are regularly examined by the local physician, who is a civil servant. All secondary schools have a special physician on their staff. Physical training is part of the school course. For boys it takes the form of military training which occupies 3 hours per week in a ten-years' course, or 11 per cent of school time.

YOUTH ORGANIZATIONS

Youth organizations affiliated to the Communist Party play an important role in education. For the ages 7-10 there are the Octobrists, and for the ages 10-15 the Young Pioneers. Young people of 16-21 belong to Komsomol, the Communist Union of Youth. These organizations work in close contact with the schools and are accepted by teachers as official bodies. They have their sports fields, and out-of-school social, political and general educational activities. They are controlled by the Communist Party.

SPECIAL PROBLEMS

After the establishment of the Soviet Government in 1918 all schools were co-educational with identical curricula for boys and girls. During the war the necessity of military training for boys decided the Government to separate the sexes in secondary schools. In 1943 separate boys' and girls' secondary schools were introduced in 76 large cities. By 1945-46, 172 cities had separate schools. The rural areas and small towns retained co-education. Since then a lively controversy has been conducted in Soviet journals and the final outcome of the reform is still uncertain.

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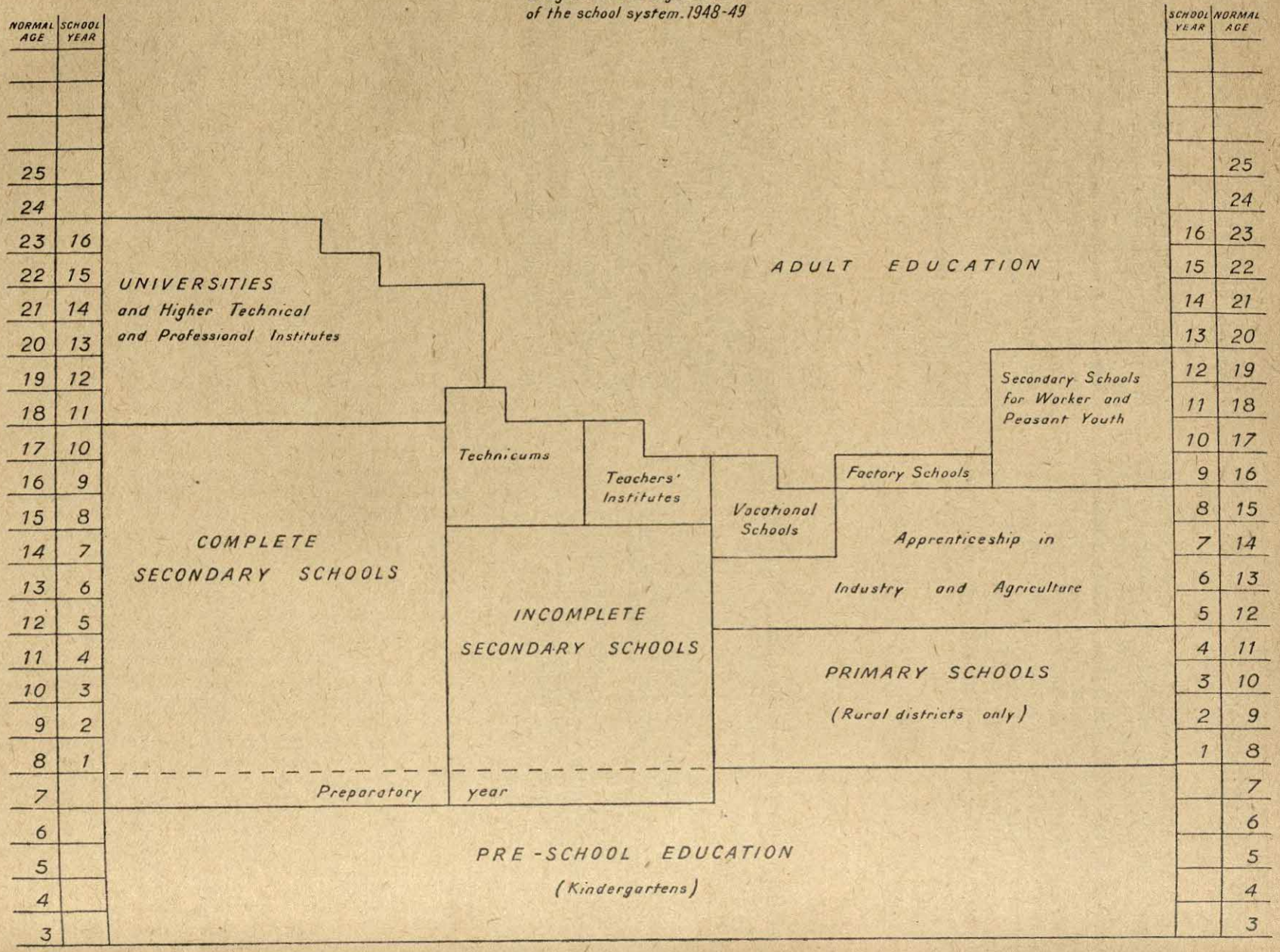
U.S.S.R.

Diagram of the organization of the school system. 1948-49



Classification of Schools

Types of schools [1]	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Kindergarten *(Detsky Sad)*	3 +	4	All children	—
Primary Education				
Primary school *(Natchalnaia Shkola)*	(7) 8	4	All children	Pass to the fifth class of secondary schools
Secondary Education				
Incomplete secondary school *(Nepolnaia Srednaia Shkola)*	(7) 8	7	All children; also from primary schools, of respective years	Certificate of 7 years school
Complete secondary school *(Polnaia Srednaia Shkola)*	(7) 8	10	All children; also from primary and incomplete secondary school	Certificate of matriculation
Teachers' institute *(Utchytelsky institut)*	15	2—3	From incomplete secondary schools	Teacher's certificate
Technicums (specialized secondary schools) *(Technikusky Sredye Shkoly)*	15	3—4	From incomplete secondary schools	Engineer's certificate or equivalent
Schools for workers' and peasants' youth *(Shkoly Rabotchey y Krestyanskoy Molodejy)*	16 +	4 +	All young workers and peasants, having primary education	Certificate of matriculation
Vocational schools *(Professionalnye shkoly)*	14	2—3	All having primary education	Certificate
Factory schools *(Fabrytchno-Zabodskye Shkoly)*	16	1	All young workers	—
Higher Education				
Degree-granting colleges, universities and higher technical and professional schools:				
University	18	4—6	From complete secondary schools or from technicums of relevant speciality	Degrees of candidate of sciences Master of sciences Doctor of sciences
Pedagogical institute	18	5		
Medical institutes	18	5—6		
Technological institutes	18	5—6		
Engineering institute	18	5—6		
Agricultural institute	18	5—6		
Fine arts and music	18	4—5		

[1] Russian names are transliterated.

UNITED KINGDOM

(England and Wales)

Total population
(estimate: mid-year 1949)
43 785 000

Prepared by the United Kingdom
National Commission for Unesco

LEGAL BASIS

The main statutory provisions at present governing education in England and Wales are the Education Act, 1944, which consolidated or repealed all earlier enactments, and two amending Acts passed in 1946 and 1948.

ADMINISTRATION AND FINANCE

Education in England and Wales is highly decentralized. The duty of making provision in each area for the three stages of education described below —primary, secondary and further—is laid by the Act not on the central body (the Ministry of Education) but on local education authorities (L.E.A.'s, i.e., county and county borough councils). In addition to providing their own schools (known as county schools) for this purpose, L.E.A.'s maintain a large number of schools (known as voluntary schools) built by voluntary bodies, mostly religious; these bodies retain a certain amount of control, which varies according to the amount of assistance they receive. L.E.A.'s are subject to the control and direction (by means of regulations, inspection and financial control) of the Minister of Education, who is assisted by the permanent officials of the Ministry and H.M. Inspectorate of Schools. Most of the expenditure on public education is incurred by the L.E.A.'s, who raise money by means of local rates, but a proportion of the cost (which averages 60 per cent, but is varied in accordance with the resources of the different areas) is borne by central Government funds through grants paid to the authorities by the Ministry of Education under certain conditions. Though the Ministry gives advice and makes suggestions to teachers and authorities both directly and through H.M. Inspectorate, there is no central control over curricula, syllabuses of instruction, or methods of teaching, which are normally left to head teachers. The Minister of Education has no jurisdiction over the universities which, though they receive large grants from the State through the University Grants Committee, are independent of State control.

ORGANIZATION: PRIMARY AND SECONDARY EDUCATION

The 1944 Act divided education into three stages: primary (full-time education up to the age of 11); secondary (full-time education from 11 to 18); and further (full-time and part-time education, and leisure-time occupation, for persons over compulsory school age). Full-time education is compulsory between the ages of 5 and 15, and the Act provides that the upper limit shall be raised to 16 as soon as it is practicable. Part-time attendance at 'county colleges' is also to be made compulsory up to the age of 18 for those who have left school. No fees are charged in maintained primary and secondary schools.

A comparatively small number of children between the ages of 2 and 5 attend nursery schools or classes, but the majority start school about their fifth birthday. From 5 to 7 they are in infants', and from 7 to 11 in junior schools or departments. The 1944 Act states that primary and secondary education must be provided in separate schools, but it has not yet been possible to achieve this completely. Most children, however, pass at about 11 to separate secondary schools, which (for historical reasons, and not because it is laid down in the Act) are normally of three types —grammar schools, providing an academic education up to 16 or 18, normally leading to a professional career, or a university; technical schools, providing an education related to industry or commerce; and modern schools, providing an education with a practical bias, not usually beyond 15, for those with no

special aptitude, for academic or technical studies. Under the 1944 Act, children must be educated in accordance with age, ability and aptitude, and authorities allocate children to the different types of secondary school as far as possible on this basis, after taking into account the parents' wishes. Authorities assess aptitudes and abilities by various methods, including formal examinations, intelligence tests, school records, and interviews.

FURTHER EDUCATION

GENERAL EDUCATION

Young people may go to universities from about the age of 18, usually from secondary grammar schools. Universities charge fees, but there are many grants and scholarships. These are granted by the universities or their constituent colleges, by the Ministry, and by L.E.A.'s.

Part-time general education is provided by L.E.A.'s through day and evening classes, by the extra-mural department of universities, and by voluntary bodies such as the Workers' Educational Association, which may be aided by the Ministry. Some residential colleges provide general education for adults; a few offer courses lasting a year, others shorter courses lasting a week-end or a week.

VOCATIONAL EDUCATION

Vocational education varies widely according to the needs of particular districts. Representatives of industry and trade are associated with it through a widespread system of advisory committees. Training for the higher professions, such as medicine, law, dentistry and advanced technology is normally given at universities. Technical colleges provide full-time training for industrial and commercial occupations, while a number of special institutions, such as farm or horticultural institutes, provide for particular occupations. But the majority of vocational education is part-time. Much of it takes place in the evening, usually at technical colleges, but an increasing number of employers release young workers during day-time, usually for one day or two half-days a week for vocational (and sometimes general) education. Various professional bodies examine and award qualifications in their particular subjects. For technicians, there is a scheme of 'national certificates', awarded by the Ministry of Education and the professional institution concerned.

HANDICAPPED CHILDREN

The following are considered to require special educational treatment: the blind, the partially sighted, the deaf, the partially deaf, the delicate, the diabetic, the educationally sub-normal, the epileptic, the maladjusted, the physically handicapped, and those with speech defects. L.E.A.'s are required to ascertain which children in their areas require special treatment, and for this purpose any child over the age of 2 may be medically examined, compulsorily. All blind, deaf, epileptic, physically handicapped and aphasic children must be educated in special schools; whether the remainder should depends upon the seriousness of their disability. Pupils at special schools must stay at school until 16. For some types of handicap (e.g., maladjustment) it is sometimes preferable for the children to live in boarding homes and attend ordinary schools.

INDEPENDENT SCHOOLS

Apart from schools maintained by L.E.A.'s, and a few which receive direct grants from the Ministry, there is a large number of independent schools. Under the 1944 Act all these schools will eventually have to be registered and, if inefficient, closed, but this part of the Act is not yet in force. These schools are, however, subject to inspection. The best-known independent schools are the so-called 'public schools' which are boarding schools, charging rather high fees, of the secondary grammar type. They provide a particular type of education with emphasis on character training which has had great influence on English education and the national life. L.E.A.'s have power to pay the fees of selected children attending independent schools.

TEACHERS

Since 1945 there has been only one type of recognition accorded to teachers—the status of 'qualified teacher'. A diminishing number of older unqualified teachers remain in the schools; others are employed only for short periods in emergency.

Teachers normally attain qualified status in one of two ways. The majority go to a teachers' training college at the age of 18 or over (usually from a secondary grammar school) for a two-year course of general education and professional training (including teaching practice). University graduates take a one-year

course of professional training at a university department of education. In order to meet the shortage of teachers after the war, an emergency training scheme was established in 1945. This provides intensive courses of training lasting 13 months (supplemented by part-time study for the following two years) for older men and women released from war service and will, by the end of 1951, have trained about 35,000 teachers.

Teachers are appointed by the local education authorities or in some cases by voluntary schools; they are employed under contracts of service and cannot be dismissed without good reason. There is a State system of superannuation, under which they may retire on pension at 60; they cannot normally continue beyond 65. There is no national system of promotion. Vacancies for higher posts, such as those of head teacher, are advertised, and the successful candidate is selected from among those who apply. Salaries are paid by L.E.A.'s in accordance with a compulsory national scale which is negotiated between representatives of the teachers and the employing authorities and approved by the Minister.

SCHOOL HEALTH SERVICE

L.E.A.'s are required to provide compulsory medical inspection, and to offer treatment for minor ailments such as defects of eyes, ears, teeth and tonsils, for all children in primary and secondary schools. The service is being co-ordinated with the national health service set up in July, 1948. Free milk is provided for all school children, and dinners are provided wherever possible at a charge (at present 6d.) which covers only the cost of the food. Over 50 per cent of children, numbering more than 2,500,000, have school dinners. The charge can be waived or reduced in necessitous cases.

THE YOUTH SERVICE

The youth service is administratively a branch of further education. Many youth clubs and groups are run by voluntary bodies, such as Scouts and Guides, boys' and girls' clubs, and religious organizations; others are run by L.E.A.'s who also co-ordinate the work of the voluntary bodies and encourage them by means of financial assistance and advice. The Ministry, in addition to supervising the system nationally, makes grants to the headquarters of the national voluntary organizations and assists capital projects. The voluntary bodies maintain complete independance.

SPECIAL PROBLEMS

SECONDARY EDUCATION FOR ALL

Before 1945 there were, apart from a small number of junior technical schools, two types of publicly maintained schools: elementary schools, catering for the whole period of compulsory school attendance (then 5-14); and secondary schools, all of the academic or grammar type, for pupils from 11 to 16 or 18, some of whom paid fees, others being awarded scholarships by L.E.A.'s. Children at elementary schools who did not transfer to grammar schools at 11 (by scholarship or otherwise) often stayed in the same school until 14, but some L.E.A.'s were beginning to provide separate schools for the over-11s; these however were regarded administratively as elementary schools, and so did not enjoy the more favourable conditions (e.g., in buildings, equipment and staffing) accorded to secondary schools. The 1944 Act laid down that secondary education should be provided free for all children, and the Ministry's regulations prescribe that secondary schools of all types should enjoy the same standards, but it was not possible to provide all the facilities needed immediately. Thus many of the schools which originally catered for older elementary children, and were re-classified as secondary modern schools by the Act, do not, and cannot for some time, enjoy the same amenities, or the same esteem and prestige, as the secondary grammar schools, which provide the main path to the professions and the universities. Others, for want of new buildings, are still organized as 'all-age' schools catering for children from 5 to 15. Thus parents tend to press for a grammar school education for their children, whether or not they can profit by it. This aggravates the already difficult problem of selecting children for the three types of secondary school at the comparatively early age of 11 (inter-school transfers of older children are possible, but infrequent). Some authorities are experimenting with large schools combining two or more types of secondary course, and much thought and research are being devoted to the problem of secondary education generally.

SCHOOL BUILDINGS

The reforms of the 1944 Act call for an enormous amount of new building. Already in 1945 the country was faced with the repair of 5,000 schools which had

suffered war damage, and with large numbers of old and out-of-date buildings, especially those of voluntary schools which until 1936 had received no assistance from public funds for building as distinct from maintenance. There were heavy demands for other types of building such as houses and factories, and a shortage of labour and materials. Architectural staffs had been dispersed, and it was some time before school building could get properly under way. Meanwhile two further pressing needs had become apparent. Accommodation began to be needed for the increased number of children born at the end of the war and schools had to be built on new housing estates. At present, resources are concentrated on meeting these needs alone, and a very large building programme, costing about £50,000,000 annually, is in train.

SHORTAGE OF WOMEN TEACHERS

The increasing number of young children coming into the schools is also causing a shortage of women teachers. The Ministry has attempted to meet this by recruiting as many women as possible for the final stage of the emergency training scheme, by expanding the two-year training colleges for women and by increasing the proportion of men teachers.

HIGHER TECHNOLOGICAL EDUCATION

There has been a great deal of discussion since the war about the best ways of developing and improving higher technological education. The main problems are whether the technological faculties of universities should be expanded, or whether the main development should take place in technical colleges or institutes; and what awards can be given to students in technical colleges which would be comparable in prestige and status to a university first degree. These problems are still being considered.

UNIVERSITY AWARDS

The number of university students has increased by about 50 per cent since the war. Many of them receive grants under the Government further education and training scheme, for people whose studies were interrupted by war service. It is generally considered that something like the present numbers of students should be maintained, and as the further education and training scheme comes to an end more university grants and scholarships are being awarded both by the Ministry and by local education authorities. The general object is that no suitable person should be prevented by poverty from going to a university.

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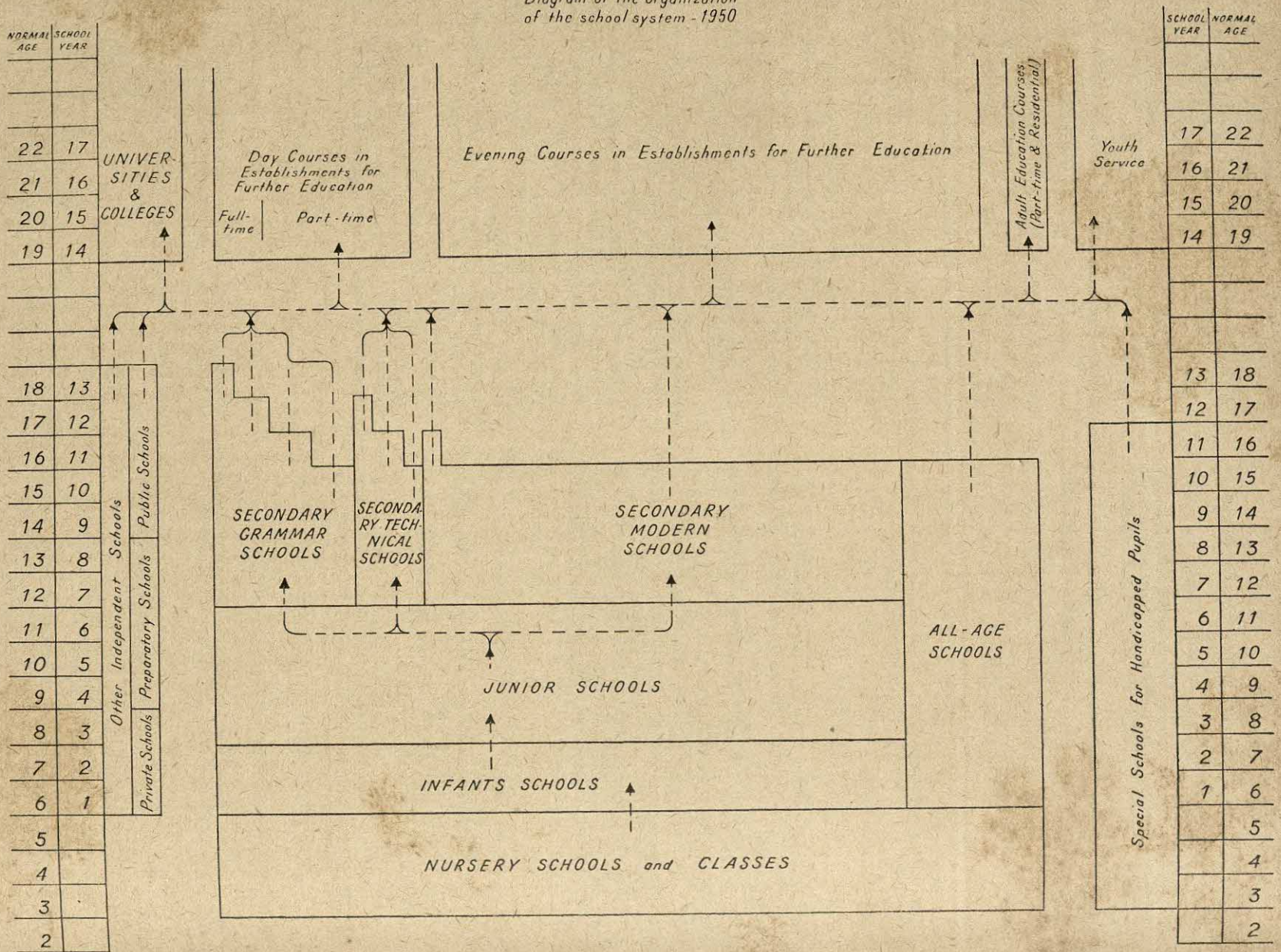
U.K._ENGLAND & WALES

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education[1]				
Nursery schools	2—3	3		
Primary Education				
Infant schools	5[2]	2	Nursery	
Junior with infants	5	6	Infant	
Junior schools	7	4		
All-age schools[3]	5	10	Infant	
Preparatory schools[4]	8 or 9	4 or 5		
Secondary Education[5]				
Grammar schools	11	5—7	Junior	At present pupils take a first examination at the end of the main secondary school course called 'School certificate'. As from 1951 this first examination is being replaced by an examination for 'General certificate of education' which will also replace the second examination taken by pupils after 2 years further study
Public schools[6]	11—13	5	Preparatory	
Modern schools	11	4—5	Junior	
Technical schools[7]	13	5	Junior	
Higher Education				
(a) Non-degree-granting colleges:				
Colleges of further education[8]	16	1—4	Secondary schools	The certificate or diploma granted depends on the type of full-time course taken by the pupil at the establishment for further education or agricultural institute. Students who successfully complete course of teacher training receive a 'Certificate in education'
Teacher training colleges	18	2—3	Secondary schools	
Agricultural institutes	17	1—2	Secondary schools	
(b) Degree-granting colleges, universities and schools:				
Agricultural colleges	18	1—4		
Universities and university colleges[9]				

[1] Education provision for children between 2 and 5 years of age is included in the term 'primary education'.

[2] Full-time education is compulsory from the age of 5 until the end of the school term in which the child reaches the age of 15.

[3] The all-age schools are being re-organized so that the children between the ages of 11 and 15 may receive secondary education either in separate departments or secondary schools.

[4] Most of these schools are independent, and the purpose of many of them, particularly of those which are boarding schools, is to prepare boys for the public schools. The schools in previous categories are mainly mixed schools (boys and girls). The preparatory departments and schools are single-sex schools.

[5] For historical reasons, most publicly maintained secondary schools are of three types, grammar, technical or modern. Combinations of any or all of these types are sometimes met with. Nearly all independent secondary schools are of the grammar or academic type.

[6] Independent schools are owned by educational groups or companies. Mostly boarding schools, single sex. They are classified as grammar school types.

[7] Technical covers the whole field of secondary education based predominantly on industry, commerce, agriculture, homecraft, art and music.

[8] The number includes technical, commercial and art colleges which hold full-time courses.

[9] Not analysed here because of their range and complexity.

114. Summary of School Statistics
Number of institutions, teachers and students in 1937/38 and 1948/49

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1937/38		1948/49		1937/38		1948/49	
	1937/38	1948/49	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Nursery schools, public	103	429	227	227	910	910	7 141	...	21 810	10 211
Nursery schools, private	...	6	...	...	17	17	...	...	208	86
Primary										
Infant schools, public	5 901	5 163			28 798	28 758	1 034 864	506 765	941 930	456 599
Junior with infants, public	—	7 611			34 124	27 302	—	—	1 015 972	501 394
Junior, public	7 476	3 339	166 835	118 057	27 447	16 223	1 444 565	712 852	895 454	430 875
All-age schools, public [1]	12 801	7 088			36 948	23 033	1 723 405	854 432	1 021 107	496 316
Senior, public	3 078	—			—	—	832 442	415 689	—	—
Primary, private	369	502	2 540	...	4 209	1 988	25 491	...	49 988	13 948
Secondary										
Secondary, public	1 398	...	25 039	12 057	...	...	470 003	222 614	...	...
Grammar schools, public	...	1 394	...	...	31 139	14 966	...	...	605 577	303 652
Modern schools, public	...	3 141	...	...	44 258	20 501	...	...	1 058 127	524 510
Institution schools, public [2]	...	16	...	...	95	35	...	...	2 016	537
Secondary, private [2]	407	507	6 700	...	9 840	5 670	74 859	37 860	137 257	71 869
Technical										
Technical, secondary	...	315	...	...	3 929	1 144	...	...	73 020	25 304
Colleges of further education [3]	549	410	...	...	6 436	1 106	19 758	9 065	51 670	18 604
Agricultural institutes	17	31	*200	...	400	...	*900	...	1 826	273
Agricultural colleges	—	4	—	—	79	...	—	—	594	152
Teacher training										
Teacher-training colleges	109	145	...	...	2 594	1 489	[4] 15 236	[4] 9 778	[4] 22 287	[4] 15 928
Higher										
Universities and university colleges [5]	50	56	...	...	5 404	...	...	...	63 063	15 383
Special [6]										
Primary, secondary and all-age, public	611	577	2 776	2 152	3 032	2 172	51 422	23 187	45 230	19 806
For handicapped children, private	...	4	...	...	24	18	...	...	193	87
Other special schools (private)	...	22	...	...	151	119	...	...	2 219	1 280

Source. Unesco questionnaire EDUC/67.

Note. Data on public schools relate to all those maintained by local educational authorities plus those voluntary schools aided by grant from the Ministry of Education. Data on private schools are not available except for those which have sought the Ministry's recognition as efficient schools. It is estimated that about 10,000 private schools remain independent of the State system; some schools give a limited number of places to nominees of local education authorities. Unless otherwise stated, data refer to full-time institutions, teachers and students. The number of students enrolled denotes the total number on school registers.

[1] A large number of pupils attending these schools receive advanced instruction.

[2] Including those with primary pupils.

[3] Including art establishments, but excluding all part-time or evening classes, in which there were enrolled, in 1948/49, a total of 2,063,539 (1,048,752 female) students.

[4] Excluding an unknown number of students in 7 colleges of physical education for women.

[5] As listed by the University Grants Committee. Numbers of teachers and students refer to the year 1947/48.

[6] These schools provide for the following categories of handicapped children: blind, partially sighted, deaf and partially deaf, physically handicapped, delicate, maladjusted, epileptic, educationally subnormal, speech defects, multiple defects.

115. Age-Sex Distribution of Students in public and grand-aidet schools, as of January 1949

Age in years	Number of students enrolled			Percentage of students enrolled					
				By sex for each age			By age for each sex		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
All ages	**5 680 243**	**2 911 039**	**2 769 204**	**100.0**	**51.2**	**48.8**	**100.0**	**100.0**	**100.0**
Under 6	772 482	399 622	372 860	100.0	51.7	48.3	13.6	13.7	13.5
6	565 071	290 792	274 279	100.0	51.5	48.5	9.9	10.0	9.9
7	505 156	258 414	246 742	100.0	51.2	48.8	8.9	8.9	8.9
8	508 802	260 796	248 006	100.0	51.3	48.7	9.0	9.0	9.0
9	528 410	270 217	258 193	100.0	51.1	48.9	9.3	9.3	9.3
10	534 893	272 830	262 063	100.0	51.0	49.0	9.4	9.4	9.5
11	524 490	266 824	257 666	100.0	50.9	49.1	9.2	9.2	9.3
12	517 534	263 459	254 075	100.0	50.9	49.1	9.1	9.1	9.2
13	506 295	257 595	248 700	100.0	50.9	49.1	8.9	8.8	9.0
14	496 813	254 148	242 665	100.0	51.2	48.8	8.7	8.7	8.8
15	125 638	66 051	59 587	100.0	52.6	47.4	2.2	2.3	2.2
16	56 965	29 887	27 078	100.0	52.5	47.5	1.0	1.0	1.0
17	28 136	14 656	13 480	100.0	52.1	47.9	0.5	0.5	0.5
18	8 976	5 419	3 557	100.0	60.4	39.6	0.2	0.2	0.1
19 and over	582	329	253	100.0	56.5	43.5	0.0	0.0	0.0

Source. Unesco questionnaire EDUC/67.
Note. Data refer to nursery, primary, secondary and special schools.

116. Higher Education
Number of students, and degrees and diplomas obtained, by faculty, in 1947/48

Faculty	Students enrolled			Degrees and diplomas obtained			
	Total	Male	Female	Total	First degrees	Higher degrees	Diplomas
All faculties	**63 063**	**47 680**	**15 383**	**19 350**	**12 590**	**1 493**	**5 267**
Arts	28 686	19 042	9 644	9 644	6 351	494	2 799
Pure science	12 394	9 558	2 836	3 946	3 143	519	284
Medicine and dentistry	11 750	9 510	2 240	2 599	1 110	226	1 263
Technology	8 081	7 827	254	2 582	1 612	241	729
Agriculture and forestry	2 152	1 743	409	579	374	13	192

Source. University Grants Committee. *Return from universities and university colleges in receipt of Treasury grant, academic year 1947/48.*
Note. Data refer to full-time students only; in addition, there were 12,443 (3,176 female) part-time students, of whom 8,191 (1,646 female) were working for degrees and diplomas. Teaching staff (including professors, readers, assistant professors and lecturers) numbered 5,404.

117. Post-School and Adult Education
Number of establishments, instructors and students in 1949

Types of establishment	Number of establishments	Instructors [1]		Students enrolled	
		Total	Female	Total	Female
Technical and commercial colleges [2]	523	5 196	785	845 142	280 239
Art colleges [2]	205	857	196	122 648	61 951
Evening institutes [3] [4]	9 128	197	73	1 095 749	706 562
Youth service and community centres [4]	...	...	...	...	...
Universities, Workers' Education Association, etc.	[5] 7 842	239	...	163 407	87 623

Source. Unesco questionnaire EDUC/67.

[1] There are 134 men and 52 women whose service is divided between two or more establishments. A large number of part-time teachers are employed but no statistical data are available.

[2] Part-time, day and evening classes for vocational education.

[3] Usually providing education of a non-vocational character.

[4] Data for youth service and community centres' part-time education are included in figures for evening institutes.

[5] Classes.

118. Public Expenditure on Education
for the year ended 31 March 1949
(in pounds)

Source of revenue	Total	Central administration	All other
Total Public Education	**269 421 000**	...	...
From budget of Ministry of Education	161 812 000	944 600	160 867 400
From budget of all other Ministries	24 748 000	...	...
Contribution from local authorities	82 861 000	—	82 861 000

Source. Unesco questionnaire EDUC/67.
Note. Official exchange rate in March 1949: £1=U.S.$4.03.

UNITED KINGDOM

(Northern Ireland)

Total population
(estimate: mid-year 1949)
1 371 000

Prepared by the Ministry of Education, Belfast

Northern Ireland is a part of the United Kingdom of Great Britain and Northern Ireland but has the peculiarity of enjoying a limited measure of constitutional devolution of powers. The sovereign Parliament of the United Kingdom is the United Kingdom Parliament at Westminster.

In 1920 when that Parliament exercised authority over the whole of the British Isles it devolved, by the Government of Ireland Act of that year, certain of its powers, mostly its control over local affairs, on two new 'daughter' Parliaments to be set up in Ireland at Dublin and at Belfast and provided that there should be co-operation between those Parliaments by the nomination of representative members to a Council of Ireland. The Parliament of Northern Ireland at Belfast was set up in 1921 and Northern Ireland members were nominated to the Council but the Parliament of Southern Ireland as envisaged in the Act of 1920 never came into being. Instead, in 1922, the Irish Free State was established in that part of Ireland which later became known as Eire and, more recently, as the Republic of Ireland.

The educational system in Northern Ireland bears similarity to the system in England and Wales and Scotland but it has also an individuality deriving from the traditions of Irish education. For example, the voluntary element in school management is strong, there is a strength of technical schools and, following the practice of the Commissioners of National Education in Dublin before 1921 when the Government of Northern Ireland was set up, the salaries of primary teachers are paid by the Ministry of Education, the central authority, in full.

LEGAL BASIS OF EDUCATION

Among the powers conferred by the Government of Ireland Act of 1920 on the Parliament of Northern Ireland was the control of education. The control is absolute within the limits prescribed by the Act. The central organ of administration is the Ministry of Education and the authority of Parliament is maintained through the person of the Minister of Education who is a member of the Northern Ireland Cabinet.

The principal current Acts of the Northern Ireland Parliament dealing with education and the welfare of children and young persons are:

The Education Act (Northern Ireland), 1923; The Education Acts (Northern Ireland), 1947 and 1950; The Youth Welfare Acts (Northern Ireland), 1938-47; The Children and Young Persons Act (Northern Ireland), 1950.

The Education Act (Northern Ireland), 1947, by which most of the 1923 Act is repealed, lays down the organization of the present statutory system of public education in three progressive stages known as primary education, secondary education and further education. It also imposes on the local education authorities the duty of contributing (so far as their powers extend) towards the spiritual, moral, mental and physical development of the community by securing that efficient education throughout those stages shall be available to meet the needs of the populations of their areas.

ADMINISTRATION AND FINANCE

THE MINISTRY OF EDUCATION

Although responsibility for many of the details of administration and for most of the executive work necessary for the maintenance of educational services has in turn been devolved by the Northern Ireland Parliament on local education authorities, the working of these authorities is under the general supervision of the Ministry of Education.

The Ministry also exercises general and detailed supervision over education at the different stages;

prescribes by Statutory Rules and Orders the conditions under which grants are made to schools; maintains a college for the training of teachers; makes grants towards the cost of the provision of new schools and their equipment and towards the cost of maintenance, alterations to and the improvement and equipment of existing schools; awards certain scholarships and exhibitions and makes grants for the encouragement of research, for the development of youth welfare and towards adult education, including the activities of the Council for the Encouragement of Music and the Arts (Northern Ireland). Through its inspectors it maintains a close relationship with the schools and the schools are systematically inspected by them.

THE LOCAL EDUCATION AUTHORITIES

The councils of each of the six counties and of the two county boroughs have been constituted local education authorities for the areas which they serve. With the exception of a few reserved functions which are exercised by the councils themselves, the duties and powers of the councils as local education authorities are exercised through education committees consisting of persons appointed by the council of the county or county borough to represent district interests and also of persons appointed by the Minister of Education to represent those voluntary managers who have transferred their schools to the management of the education committee.

The duties and powers of the local education authorities are prescribed by the Education Acts and cover almost every educational service. They are required to make adequate provision for all forms of education other than university education, agricultural education and education at corrective training schools, either alone or in co-operation with other education authorities or agencies. Their duties and powers include providing or assisting voluntary managers in the provision of school accommodation, granting aid under certain conditions towards the cost of maintaining voluntary schools, awarding scholarships to promising pupils in attendance at schools or institutions where fees are charged, providing meals and milk, free books and transport for pupils attending schools where no fees are charged, enforcin school attendance, regulating the employment of children and young persons, providing board and lodging where necessary, assisting educational research and making available facilities for recreation and for social and physical training.

MANAGEMENT OF SCHOOLS

Schools are managed either by the local education authorities or by voluntary managers. In the former case they are known as 'county' schools and in the latter as 'voluntary' schools. County schools are maintained by public funds and voluntary schools receive generous assistance from those funds. There is provision in the Education Acts for managers to transfer voluntary schools under agreed conditions to the local education authorities and between 1921 and the present time some 500 schools have been so transferred. A majority, however, of the primary, about one-third of the secondary intermediate and most of the secondary grammar schools have remained in this voluntary category. The general management of voluntary schools, including the appointment of teachers, is in the hands of individual (usually clerical, Protestant or Roman Catholic) managers, school committees or boards of governors.

FINANCE

The following is a summary of the main grants payable by the Ministry of Education under the Education Acts towards the provision of educational services:

1. 65 per cent of the approved expenditure of local education authorities on all educational services provided by them; 100 per cent in the case of milk and meals for children attending schools.
2. 65 per cent of the approved expenditure of voluntary managers on the building, alteration, equipment and external maintenance of school premises.
3. 100 per cent of the cost of teachers' salaries in primary and intermediate schools and of the incremental portion of teachers' salaries in grammar schools.
4. Capitation grant (£7, £11 or £16 per pupil per annum) to voluntary grammar schools.

The local education authorities also pay grants to the managers of voluntary primary and intermediate schools at the rate of 65 per cent of the approved cost of heating, lighting, cleaning and internal maintenance and at the rate of 100 per cent where the school is managed by a statutory committee.

No charge is made to parents for the education provided at any grant-aided school.

ORGANIZATION

PRIMARY EDUCATION

Primary education is provided in primary schools for children up to 11½ years of age. It is also provided

in preparatory departments operated by some of the secondary grammar schools. The lower limit of compulsory school attendance is 5 years of age but local education authorities are empowered to prescribe by bye-law the age of 5 years and 6 months or 6 years as the lower limit in the whole or in part of their areas. Primary schools which are used mainly for the purpose of providing education for children who have attained the age of 2 years but have not attained the age of 5 years are known as nursery schools. In addition, during the years of the second world war nursery centres were established mainly for the convenience of mothers in industry but on 1 April 1950 the majority of these became nursery schools.

SECONDARY EDUCATION, SPECIAL SCHOOLS AND TRAINING SCHOOLS

At the age of 11 years and 6 months or thereabouts children are transferred from the primary schools to one or other of the types of secondary school. The majority pass to the secondary intermediate schools and the rest, who have shown, by attaining a qualifying standard at an open examination conducted by the Ministry of Education, that they would profit from a more academic course, to the secondary grammar schools. As an interim measure, however, and in view of the present shortage of building materials, many children who normally would pass to the secondary intermediate school have to remain at the primary school until the upper limit of compulsory school attendance has been attained. This is prescribed at 15 years, reduced temporarily by regulation to 14 years until a date not later than 1953. There is also provision in the 1947 Education Act for extending the upper limit to 16 years as soon as circumstances permit.

Children who are handicapped either mentally or physically are, if the degree of handicap is serious, educated at special schools and the upper limit of compulsory school attendance in their case is 16 years. Arrangements for the management of these schools are similar to those obtaining for primary and secondary schools.

Children who are delinquent or who on account of circumstances at home are in need of proper guardianship are provided for in training schools managed either by voluntary managers, local authorities or the Ministry of Home Affairs for Northern Ireland. The Ministry of Home Affairs, not the Ministry of Education, is responsible for the general supervision of these schools and they are operated under the Children and Young Persons Act (Northern Ireland), 1950, and not the Education Acts. The children attending them are either committed by order of the Court or are sent to them by welfare authorities or charitable organizations. They receive their education either at the schools themselves or at ordinary schools in the neighbourhood and, as they can be retained until they attain 19 years of age, facilities for further education are also provided.

FURTHER EDUCATION, INCLUDING AGRICULTURAL EDUCATION

Further education, the third stage in the statutory system, may be pursued by young people over compulsory school age and by adults. It is not compulsory but a wide and attractive variety of courses is offered, principally in the institutions of further education (or technical colleges) and the demand is high. Most of these institutions have associated with them technical intermediate schools, secondary intermediate schools of a special type to which pupils are admitted at about 13 years of age for a pre-vocational course of two or three years' duration.

Agricultural education is under the supervision of the Ministry of Agriculture, not the Ministry of Education, and agricultural colleges are maintained by that Ministry. In addition the county agricultural committees provide part-time agricultural classes for the farming community in centres throughout Northern Ireland during the winter months.

In addition to the under graduate courses offered by the Queen's University of Belfast, the Joint Committee for Adult Education, a committee representative of the University, the Workers' Educational Association, the Ministry of Education and the local education authorities, provides courses of lectures mainly for adults on subjects of philosophical, scientific, economic, historical, literary and artistic interest. The Council for the Encouragement of Music and the Arts (Northern Ireland) has as its object the maintaining of the standard of the arts and the according of opportunities to the people of Northern Ireland of becoming familiar with what is best in painting, sculpture, architecture, drama and music.

UNIVERSITY EDUCATION

In the field of independent education at the further education level there are university establishments: the Queen's University of Belfast, the Magee University College, Londonderry, which is in association with the University of Dublin (Trinity College) and two theological training colleges. These university institutions are completely free from public control but, nevertheless, apart from the theological colleges, they receive direct assistance from public funds apart from any

public monies attributable by way of scholarships held by students in attendance.

INDEPENDENT SCHOOLS

No information about independent (private) schools will be available until Part II of the Education Act of 1947 is brought into operation. Most of those existing are kindergartens or of preparatory standard or exist to provide special tuition for specific purposes, for example, preparation for university matriculation or entrance examinations for admission to certain professions or businesses. Where children of compulsory school age are in attendance a parent may be prosecuted if the local education authority is of the opinion that his child is not receiving a satisfactory education.

TRAINING AND STATUS OF TEACHERS

The qualification normally required of teachers is a certificate from a recognized training college or an approved university degree. There are two training colleges in Northern Ireland, one undenominational and maintained by the Ministry of Education and the other under voluntary Roman Catholic management. Admission to the colleges is by examination followed by selective interview and successful applicants are awarded training scholarships by the Ministry. The appointment and promotion of teachers is a matter for the management of each school subject to the conditions laid down in the Education Acts and there is also provision for an appeal to the Ministry if a teacher feels that he or she has been wrongfully dismissed. The normal retiring age is 60/65 and a superannuation allowance is payable partly from contributions deducted monthly from the teacher's salary and partly from public funds.

THE SCHOOL HEALTH SERVICE

The operation of the school health service is a function of the Ministry of Health and Local Government for Northern Ireland and the (county) health authorities under the Education Acts. Under these Acts free medical and dental treatment is provided for children in full-time attendance at all recognized schools and parents are required to present their children for medical inspection. Physical education is an ordinary part of the curriculum of all schools.

YOUTH WELFARE

The promotion of youth welfare is encouraged by the Youth Welfare Acts (Northern Ireland), 1938-47. A statutory Youth Committee has been formed to advise the Ministry of Education on the facilities needed to encourage youth welfare, physical training and recreation by providing among its other functions, courses and lectures in accordance with local needs. The Ministry may pay by way of grant up to 75 per cent of the approved expenditure of both central and local youth organizations.

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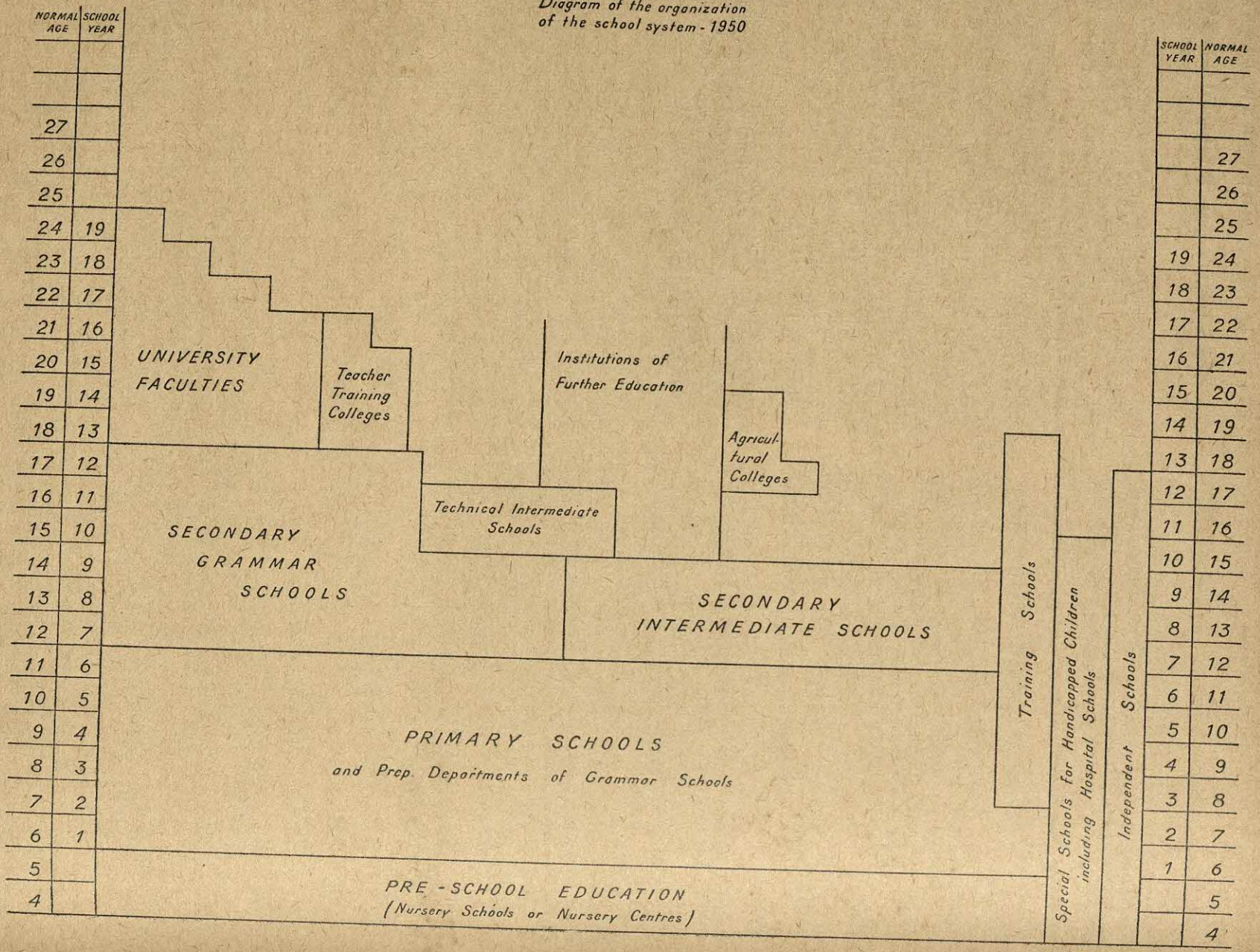
U.K. - NORTHERN IRELAND

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Nursery schools (managed by local education authorities)	2 plus	3	—	—
Nursery schools (managed by voluntary bodies)	2 plus	3	—	—
Nursery centres [1]	2 plus	3	—	—
Primary Education				
County primary schools [2]	5—6	5—6	Nursery schools or home	Elementary school cert. examinations (not obligatory)
Voluntary primary schools [2]	5—6	5—6	Nursery schools or home	Elementary school cert. examinations (not obligatory)
Prep. depts. of voluntary grammar schools	5—6	5—6	Nursery schools or home	—
Secondary Education				
County intermediate schools [2]	11—12	3—4	Primary schools	—
Voluntary intermediate schools [2]	11—12	3—4	Primary schools	—
Technical intermediate schools [3]	13—14	2—3	Primary, intermediate or (occasionally) grammar schools	Technical day school cert. examinations (not obligatory)
County grammar schools	11—12	6—7	Primary schools and the prep. depts. of grammar schools	Senior cert. examination (not obligatory)
Voluntary grammar schools	11—12	6—7	Primary schools and the prep. depts. of grammar schools	Senior cert. examination (not obligatory)
Higher Education				
(a) Non-degree-granting colleges:				
Institutions of further education (technical colleges)	14 plus	1—5	Any primary or secondary school	Technical school examination certs., naval certs., etc.
Teacher-training colleges	17	3—4	Normally from county and voluntary grammar schools	Teacher's cert.
Agricultural colleges	16—17	1/4—3	Any school	College certs. and diplomas
(b) Degree-granting colleges, universities and schools:		Primary degrees		
Universities and university colleges [4] subdivided into faculties of:				
Arts (including music)	18	3—4	Normally from grammar schools but entrance may be effected from any source, provided matriculation requirements are complied with.	B.A./B.Mus./M.A./D.Lit.
Science	18	3—4	Normally from grammar schools but entrance may be effected from any source, provided matriculation requirements are complied with.	B.Sc./M.Sc./D.Sc.
Medicine	18	6	Normally from grammar schools but entrance may be effected from any source, provided matriculation requirements are complied with.	M.B., B.Ch./B.A.O. (obstetrics) M.A.O./M.Ch./M.D./D.P.H. (diploma)

[1] Most nursery centres became nursery schools on 1 April 1950.

[2] Until sufficient intermediate schools are available children for whom places cannot be found will remain in primary schools until school-leaving age has been attained.

[3] Technical intermediate schools receive their pupils from intermediate schools and, in the meantime and for as long as senior pupils (ie. pupils over 11 years of age) have to continue attending primary schools, from the upper standards of primary schools.

[4] The following establishments provide higher education at university level in Northern Ireland:

The Queen's University of Belfast; a degree-granting university containing eight faculties and four schools. The Assembly's College, Belfast. Edgehill Theological College, Belfast; theological college training students for the ministries of the Presbyterian and Methodist Churches in Ireland, respectively, and working in association with Queen's University of Belfast by which degrees in theology are granted. Magee University College, Londonderry; a university college containing a faculty of arts and a faculty of theology, the former of which works in association with the University of Dublin (Trinity College) in the Republic of Ireland for the purpose of the award of degrees, and the latter of which works in association with the Assembly's College, Belfast.

Types of schools	Normal minimum age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted on completion of course
Applied science and technology [1]	18	3	Normally from grammar schools but entrance may be effected from any source, provided matriculation requirements are complied with.	B.Sc. /M.Sc. /D.Sc.
Economics [1]	18	3—4	Normally from grammar schools but entrance may be effected from any source, provided matriculation requirements are complied with.	B.Sc.(Econ.) /M.Sc.(Econ.) D.Sc.
Agriculture	18	4	Normally from grammar schools but entrance may be effected from any source, provided matriculation requirements are complied with.	B.Agr. /M.Agr.
Theology	18	2	Normally from grammar schools but entrance may be effected from any source, provided matriculation requirements are complied with.	B.D./D.D.
Law	18	3	Normally from grammar schools but entrance may be effected from any source, provided matriculation requirements are complied with.	LL.B./LL.D.
Dentistry, school of	18	5—6½	Normally from grammar schools but entrance may be effected from any source, provided matriculation requirements are complied with.	L.D.S. or B.D.S. /M.D.S.
Education, school of	18	1—3	Normally from grammar schools but entrance may be effected from any source, provided matriculation requirements are complied with.	Dip.Ed. or B.Ed.
School of civil engineering	18	4	Normally from grammar schools but entrance may be effected from any source, provided matriculation requirements are complied with.	B.Sc.
School of social studies	20	2—3	Normally from grammar schools but entrance may be effected from any source, provided matriculation requirements are complied with.	Cert. or diploma

[1] Primary degrees in these faculties may be taken by part-time study, in which case the duration of the courses is five years.

119. Summary of School Statistics
Number of institutions, teachers and students in 1937/38 and 1968/69

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1937/38		1968/69		1937/38		1968/69	
	1937/38	1968/69	Total	Females	Total	Females	Total	Females	Total	Females
Pre-School										
Nursery schools and centres [1]	...	29	...	...	29	29	...	...	687	...
Primary										
County primary	833	699	4 454	3 681	3 602	3 362	194 353	93 233	183 687	89 309
Voluntary primary	1 074	961								
Preparatory depts. of county grammar schools	8	9	333	202	197	169	3 129	1 600	1 932	1 023
Preparatory depts. of voluntary grammar schools	34	47								
Secondary [2]										
County intermediate	...	4	...	...	169	86	...	...	4 114	2 261
Voluntary intermediate	...	4	...	...	28	...	...	...	833	...
County grammar schools	8	29	667	333	1 867	536	13 446	6 874	19 306	9 683
Voluntary grammar schools	48	47								
Teacher training										
Teacher-training colleges	2	2	33	33	33	28	364	197	576	353
Technical										
Technical intermediate	26	28	...	...	...	...	2 903	1 463	4 682	2 256
Agricultural colleges	3	3	13	8	13	8	309	268	341	124
Institutions of technical instruction [3]	134	130	* 332	...	* 478	* 295	* 24 496	* 14 453	* 26 479	* 13 342
Higher										
Universities	4	4	143	9	229	24	* 1 369	* 274	* 2 489	* 363
Special										
Special schools (other than hospital schools)	3	4	17	16	13	13	463	...	332	147
Hospital schools	2	4			14	14			163	133
Training schools for delinquent children	4	4	9	3	28	13	266	4	274	39

Source. Census questionnaire EDUC.67.

Notes. Data refer only to public and grant-aided schools managed by local education authorities or by voluntary bodies. Independent schools of all types (mainly at pre-school or primary level) numbered 84 in 1937/38, and 33 in 1968/69. Unless otherwise stated, numbers refer to full-time institutions, teachers and students. The number of part-time teachers was 734 in 1937/38 and 932 in 1968/69.

[1] Nursery schools and centres are included with primary schools in 1937/38.

[2] Pending the establishment of a sufficient number of secondary intermediate schools, secondary education of a modified type is given in some primary schools.

[3] Classed under 'institutions of further education', and including 78 (87) non-permanent centres in 1937/38 (1968/69).

* Teaching also in technical intermediate schools.

* Mainly evening students taking regular courses, and cannot readily be classed as either full-time or part-time. In 1968/69, 1,300 students were full-time in the sense that they were not otherwise employed.

* Excluding theological students.

120. Age-Sex Distribution of Students
in public and grant-aided primary and secondary schools in 1948/49.

Age in years	Number of pupils enrolled			Percentage of pupils enrolled					
				By sex for each age			By age for each sex		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
All ages	**206 026**	**105 091**	**100 935**	**100.0**	**51.0**	**49.0**	**100.0**	**100.0**	**100.0**
Under 6	22 956	11 702	11 254	100.0	51.0	49.0	11.1	11.1	11.1
6	23 082	11 915	11 167	100.0	51.6	48.4	11.2	11.3	11.1
7	21 683	11 272	10 411	100.0	52.0	48.0	10.5	10.7	10.3
8	21 008	10 851	10 157	100.0	51.7	48.3	10.2	10.3	10.1
9	21 414	10 814	10 600	100.0	50.5	49.5	10.4	10.3	10.5
10	20 966	10 778	10 188	100.0	51.4	48.6	10.2	10.3	10.1
11	18 873	9 634	9 239	100.0	51.0	49.0	9.2	9.2	9.2
12	21 739	11 021	10 718	100.0	50.7	49.3	10.6	10.5	10.6
13	18 976	9 724	9 252	100.0	51.2	49.8	9.2	9.3	9.2
14	6 909	3 603	3 306	100.0	52.1	47.9	3.4	3.4	3.3
15	3 374	1 702	1 672	100.0	50.4	49.6	1.6	1.6	1.7
16	3 321	1 153	2 168	100.0	34.7	65.3	1.6	1.1	2.1
17	1 245	674	571	100.0	54.1	45.9	0.6	0.6	0.6
18	373	212	161	100.0	56.8	43.2	0.2	0.2	0.2
19 and over	107	36	71	100.0	33.6	66.4	0.1	0.0	0.1

Source. Unesco questionnaire EDUC/67.
Note. Excluding 7,630 pupils (3,325 boys, 4,305 girls) under 12 years of age, enrolled in preparatory departments of grammar schools, for whom age distribution is not available.

121. Higher Education
Number of teachers, students and graduates, by faculties and by sex, in 1948/49.

Faculties	Number of faculties	Teachers			Students enrolled			Graduates		
		Total	Male	Female	Total	Male	Female	Total	Male	Female
All faculties	**14**	**229**	**205**	**24**	**[1] 2 489**	**[1] 1 926**	**[1] 563**	**545**	**414**	**131**
Arts (including music)	2	46	39	7	603	351	252	134	71	63
Science	1	36	29	7	327	248	79	74	61	13
Medicine	1	48	41	7	671	516	155	117	88	29
Applied science and technology	1	34	34	—	300	292	8	74	73	1
Economics	1	6	6	—	74	44	30	20	17	3
Agriculture	1	28	27	1	78	78	—	15	15	—
Theology	2	6	6	—	...	...	...	5	5	—
Law	1	3	3	—	103	92	11	21	21	—
Dentistry	1	7	7	—	76	70	6	14	11	3
Education	1	3	2	1	25	18	7	19	10	9
Civil engineering	1	5	5	—	210	210	—	37	37	—
Social studies	1	7	6	1	22	7	15	15	5	10

Source. Unesco questionnaire EDUC/67.
Note. Data refer to Queen's University, the Assembly's College and Edgehill Theological College in Belfast, and Magee University College, Londonderry.

[1] Excluding theological students.

UNITED KINGDOM

(Scotland)

Total population
(estimate: mid-year 1949)
5 207 000

Prepared by the Scottish Education Department for the United Kingdom National Commission for Unesco

LEGAL BASIS AND ADMINISTRATION

BACKGROUND

The ideal of a comprehensive educational system available for all capable of profiting from it has long been cherished in Scotland, and in 1696 the Scottish Parliament enacted that it should be the duty of every parish to provide a 'school' and a teacher. It was many years before the Act was fully carried into effect. By the middle of the nineteenth century, thanks to the exertion of the Churches and of various other voluntary bodies, the number of schools had greatly increased. There was no compulsion as regards attendance, and the success of a school depended largely on the personality of the schoolmaster. The examination of schools was in the hands of the Presbyteries. Educational provision was still far from complete and there was much illiteracy, especially in the large towns which had sprung up as a result of the Industrial Revolution. When the second Reform Act of 1867 gave the vote to the working classes in the town, education was seen to be a matter of urgent national concern, which could no longer be left largely to voluntary agencies.

Act of 1872. The great landmark of the nineteenth century is the Education (Scotland) Act of 1872, which transferred the work of administering education from the Church to the people. Popularly elected school boards, nearly 1,000 in number, were set up for all parishes and burghs, with power to levy rates to meet the cost of administering existing schools and of providing such additional schools as were found to be necessary. Other duties included the prosecution of defaulters for non-attendance at school and the securing of compliance with the requirements of the Code of the Scottish Education Department, which was set up about this time for the distribution of the Parliamentary grant. As the main aim of the schools at this period was regarded as the elimination of illiteracy, all that was required to entitle a child to exemption from school was ability to read and write and a knowledge of elementary arithmetic. The age of compulsory school attendance was 5 to 13, but school boards were empowered to provide evening schools for persons over 13.

A first step towards the extension of the area of educational administration was taken in 1892, when a sum of money was allocated for providing secondary education. To distribute the grants available, secondary education committees were set up for each county and for each of the five burghs of Aberdeen, Dundee, Edinburgh, Glasgow and Leith and for the parish of Govan.

Act of 1908. This Act extended the powers of the school boards in various directions.

1. Children in outlying parts could be conveyed to school or, if necessary, boarded near the school.
2. Medical examination of pupils could be carried out.
3. Neglectful parents could be prosecuted where a child attended school in a dirty or verminous condition or was unable through lack of food or clothing to take advantage of the education provided.
4. Food and clothing could be provided for children where the parents were unable to do so owing to poverty or ill-health.
5. It became the duty of school boards to provide continuation classes for the further education of young persons over 14.

Act of 1918. Before the war of 1914 it was increasingly recognized that the area and resources of the parish school board were often too narrow for efficient educational provision, especially with the development of more advanced education. The Act of 1918 accordingly substituted for the school boards, about 1,000 in number, 33 county education authorities and 5 urban education authorities. These authorities were *ad hoc* elected bodies. Local interest in education which had been favoured by the school boards, was

maintained by the institution of school management committees set up locally for schools or groups of schools, and including representatives of the authority, the parents and the teachers and also of the Church in the case of a transferred school.

Other important changes brought about by the 1918 Act were:

1. Voluntary schools (mainly denominational) were transferred to the management of education authorities, subject to certain conditions designed to preserve their denominational character. Scotland thus solved in 1918 the problem which survived in England as 'the dual system' to exercise the framers of the Education Act of 1944.
2. Authorities were required to frame for their areas schemes of educational provision, both primary and secondary, and bursary schemes to ensure that pupils who showed promise of profiting from secondary education should not be debarred therefrom by the expense involved. Assistance might take the form of the payment of fees or of travelling expenses or of the cost of residence in a hostel, or of a bursary or maintenance allowance.
3. Authorities were empowered to provide a library service not only for pupils of schools and continuation classes but also for the adult population.
4. Authorities were empowered to provide nursery schools themselves and to aid nursery schools provided by voluntary bodies. This reflected the growing recognition of the supreme importance of the proper care and training of the child in its preschool years.

Act of 1929. *Ad hoc* education authorities, while they had the advantage of attracting as members persons specially interested in education and of giving education authorities a considerable measure of independence, were open to the criticism that they resulted in defective co-ordination between education and other local authority services. By the Local Government (Scotland) Act, 1929, the *ad hoc* authorities were done away with and the administration of education was entrusted to the town councils of Aberdeen, Dundee, Edinburgh and Glasgow, and in all other areas to the county councils, as education authorities for their areas. The town county council was required to constitute an education committee, which had to include a majority of council members together with co-opted members chosen for their experience in education, and including Church representatives, nominated by the Churches, and women.

THE EDUCATION (SCOTLAND) ACT, 1945

The Act applied to Scotland the Government's policy for the development of education in Great Britain and made a number of other changes which affect only the Scottish system. It contained fewer important innovations than the English Education Act of 1944, a number of the major reforms included in the English measure having been carried out in Scotland many years ago. For example, the simplicity of the structure of local educational administration in Scotland had long been regarded with some envy by English educationists, and the problem of denominational schools—the dual system—had been solved in Scotland a quarter of a century before. Further, the introduction of the same set of regulations for all forms of post-primary schools was anticipated in Scotland in 1939, when a Code covering primary as well as secondary schools came into force.

The more important changes effected by the Act of 1945 are briefly as follows:

Local Administration. Education authorities have since 1929 been the town councils of the four large cities and the county councils. All matters relating to education, except the raising of money by rate or loan, had to be referred to the education committee, and the council might also delegate to it any of the matters referred. In practice, the extent to which functions were delegated to the education committee varied considerably from one area to another, and it was the exception for an education committee to have a substantial measure of control over such matters as the details of expenditure and the provision and repair of buildings.

The 1945 Act required that all educational functions be delegated to the education committee, except for the power of raising money and the power to incur expenditure not authorized in the approved estimates; these *must* be excepted from the delegation, and certain other functions (including the acquisition and disposal of land, the school medical service and any other functions decided by the Secretary of State) *may* be excepted from the delegation.

The effect of this should be to enhance the standing of the committee and to recover some of the advantages of the former *ad hoc* authority.

Nursery Schools. The adequate provision of education in nursery schools or classes, hitherto voluntary, was made the duty of education authorities.

The School-Leaving Age. This was raised to 15 on 1 April 1947 and is to be raised to 16 as soon as is considered practicable.

The date at which the age will be raised to 16 will

depend largely on such factors as the supply of teachers and the availability of labour and materials for building.

Most pupils pass from the primary to the secondary stage at the age of 12+ and enter on either a three-year or a five-year secondary course. With a leaving age of 14, however, many failed to complete even a three-year course. Before the war about 50 per cent of pupils left school before reaching 15. One result of raising the age to 15 is that the majority of pupils now complete a three-year secondary course.

From 1 April 1947 exemption from attendance at school, which could previously be granted to children over 12 was restricted to children over 14 years of age in whose case an authority was satisfied that, owing to the circumstances in the child's home, it would cause exceptional hardship to require him to attend school.

Attendance. The distance to school which children may be required to walk was reduced from three miles to two miles in the case of children under 8. Beyond this distance (or three miles in the case of older children) arrangements for free travel or boarding must be made.

A speedier method was provided for dealing with truancy, and the penalties which may be imposed upon parents in this connexion were increased.

Rights of Parents. The general principle was enunciated that, so far as is compatible with efficiency and the avoidance of unreasonable expenditure, pupils are to be educated in accordance with the wishes of their parents.

Provision for Handicapped Children. Special educational treatment for pupils suffering from disabilities of mind or body was defined as being part of primary and secondary education, so that the powers and duties of authorities in relation to those children are now as extensive as in the case of normal children. The Secretary of State is empowered to make regulations defining the various forms of special education to be provided and the conditions to be complied with by special schools, which will make for more uniform standards of provision.

Education authorities are required to ascertain what children require special educational treatment, and are given powers of medical examination.

Further Education. The Act made it the duty of education authorities to secure the adequate provision throughout their area of all forms of further education. This greatly extended the previous duty to provide continuation classes. Further education is divided into three categories:

1. Compulsory further education in junior colleges for young persons between the school-leaving age and 18; this provision of the Act has not yet been brought into effect.
2. Voluntary courses for persons over school age, corresponding more or less to the present continuation classes.
3. Leisure time occupation for persons over school age; this involves a much wider conception of adult education than has hitherto obtained.

Payment of Fees. Primary, secondary and compulsory further education are now free, but so far as primary and secondary education are concerned, the Act maintained the previous position whereby it is open to authorities, if they see fit, to maintain some fee-paying schools, provided that these are in addition to and do not prejudice the adequate provision of free education throughout the area.

All pupils who receive free education, either at schools or junior colleges, must receive free books and stationery.

Bursaries. Education authorities are empowered to defray the expenses of pupils attending school, to pay school fees and to provide assistance to enable persons over school age to take advantage of any educational facilities available to them without hardship to themselves or their parents. The effect is to enlarge the conditions subject to which assistance may be given, while the regulations will ensure greater uniformity of practice as between authorities than has obtained in the past.

School Meals. The Act required authorities to provide milk and mid-day meals, and they are empowered to provide other meals and refreshment, for pupils attending schools and junior colleges.

Boarding Schools and Hostels. Previously authorities had no power to conduct boarding schools, and could establish hostels only in connexion with secondary schools.

Experience gained during the war of evacuated schools conducted as residential units gave rise to a new appreciation of the value of residential schools as a means of training in community living. The Act empowered authorities to provide boarding schools and hostels in connexion with both day school education (primary as well as secondary) and further education. Authorities are required in preparing schemes for all forms of education to have regard to the need for providing boarding accommodation, and the Secretary of State is empowered to require the provision of hostels.

The development of hostels may prove to be the only solution of the problem of providing adequately

for the education of children and young persons living in remote situations.

Social, Physical and Recreational Training. In 1937, authorities were empowered to provide facilities for social or recreational training for persons of any age (whether in their area. The outbreak of war prevented any extensive use of this power, except in connexion with the youth service, developed during the war to encourage young people to join some youth organization. The assumption by education authorities of responsibility for youth service in their areas marks an important stage in the growth of the conception of an education authority's functions from that of providing for the formal education of certain age groups to that which is now emerging, of being responsible as well for the furtherance of profitable leisure time occupations among the entire population of their area.

The Act made it an authority's duty to ensure that the area includes adequate facilities for recreation and social and physical training, and conferred wide powers for this purpose embracing the provision of playing fields, holiday camps, etc.

Independent Schools. Previously private or non-provided schools were inspected only at their own request. These schools are relatively much less numerous than in England and account for a much smaller proportion of the school population.

The Act required all private schools (designated in the Act 'independent schools') to be registered, and made the conduct of an unregistered independent school an offence. Schools will be liable to inspection and if found unsatisfactory—as regards premises, instruction or staff—may be removed from the register if defects are not remedied. There is a right of appeal to a tribunal.

Teachers' Salaries. Education authorities are required to pay salaries in accordance with standard rates to be provided by regulations made by the Secretary of State after consideration of the recommendations of a council representative of authorities and teachers.

The 1945 Act provided only a framework for the educational developments it was intended to promote. Its provisions are being amplified in various directions by regulations made by the Secretary of State under powers conferred by the Act, and these in turn are being supplemented by circulars and memoranda of the Scottish Education Department conveying guidance and suggestions on many points, e.g., curricula, which are not appropriate for inclusion in the Act or its regulations.

The provisions of the 1945 and earlier Acts were consolidated in the Education (Scotland) Act, 1946.

FINANCE

Of the total amount expended annually by education authorities (£32 million in 1949-50) about one-third is raised locally by rates and two-thirds obtained from Exchequer grants paid by the Scottish Education Department.

ORGANIZATION

NURSERY SCHOOLS

Attendance at nursery schools for children aged 2 to 5 is voluntary, but it is the duty of an education authority to make nursery school provision adequate to meet any demand there may be for it in their area. At present there are in Scotland 68 nursery schools and 34 nursery classes attached to primary schools, with a total roll of about 8,000.

PRIMARY SCHOOLS

Children attend the primary school from the age of 5 to about 12 +. The school is organized in seven years, the classes in the first two years being known as the infant division and those in the five succeeding years as the primary division.

The Scheme (Scotland) Code requires that the scheme of work for the infant and primary divisions shall in all cases make provision for instruction in reading, writing and arithmetic; in the use and understanding of spoken and written English; in music; in art and handwork; in nature study; and in physical education. In addition, the scheme of work for the primary division must make provision for courses of instruction in geography, history, written composition and (in the case of girls) needlework.

Subject to these requirements being satisfied, it is open to every head teacher to submit for the approval of H.M. Inspector of Schools a scheme of work for his own school in which he is free to adapt the instruction to suit the particular circumstances.

PROMOTION FROM PRIMARY TO SECONDARY STAGE

Pupils are promoted from the primary stage to one or other of the various courses of secondary education available on the basis of a control test designed to ascertain their ability and aptitudes, which at present takes different forms in the various education authorities areas but which generally includes (a) the primary

teacher's certificate) are obliged to take standard and attainment tests in English and arithmetic. Education authorities are also required to have regard to the wishes of the parents, provided that this is compatible with the provision of suitable instruction and avoids unreasonable public expenditure.

SECONDARY SCHOOLS

Since 1939 all schools providing a course of post-primary instruction, whatever its duration, have been known as secondary schools. Secondary schools fall into two main classes:

1. Junior secondary schools providing three-year courses, and
2. Senior secondary schools providing five-year courses (and, in some cases, three-year courses as well).

In each type of school the courses are intended to provide a general education, but they are different-iated in character to suit the varying needs and abili-ties of the pupils, and include literary, commercial, boys' technical, domestic and rural courses.

A number of schools also provide modified courses for pupils of inferior ability for whom the normal courses are too exacting. Most schools provide for both boys and girls, but in the cities there are a number of schools, dating mostly from last century, for boys or for girls only.

The five-year secondary course leads to preparation for the Scottish leaving certificate, issued by the Scot-tish Education Department. The proficiency of the candidates is adjudged on the marks gained at the written examination conducted by the Department, in conjunction with the estimate mark of the respon-sible teachers, all cases of material discrepancy being investigated by the Department's inspectors. Success in the examination secures complete or partial exemp-tion from the entrance examinations of the Scottish and other universities.

TECHNICAL EDUCATION

Apprenticeship Training. In anticipation of the coming into effect of the sections of the Education (Scotland) Act, 1945, dealing with compulsory further education, a number of industries are now including in day's release such work for technical and general education as part of the apprenticeship agreement. As it is to the economic advantage of the country to increase industrial efficiency through technical edu-cation, the development of voluntary classes for young workers on this basis is strongly encouraged by the Department. Generally, education authorities, espe-cially those in industrial areas, are willing to co-operate by providing the necessary facilities. Even where the facilities have been made available, however, the response of local industries has in some instances been disappointing, and many individual Scottish employers are still not convinced of the advantages of day release education. The total number of young workers attend-ing under these arrangements in 1949 was about 8,500.

Pre-vocational Courses. During the war years, with a view to securing an adequate intake of apprentices to the building industry in the immediate post-war years, pre-apprenticeship courses in building were commenced in a number of centres for pupils who had left school but had not yet reached the age for admis-sion to apprenticeship. Since then their number has grown and they form an essential and permanent part of the post-school educational provision. These courses, which are full-time and usually of one year's duration, include instruction in all the main building crafts together with general education in such subjects as English, mathematics, history, geography and citi-zenship, treated so far as possible, in relation to the craft of building. Similar courses have now been introduced for engineering, baking and catering, and the nursing profession, and their extension to other main industries is probable.

Central Institutions. There are technical colleges for advanced training and are grouped on an area basis: Glasgow and the west of Scotland, Edinburgh and the south-east of Scotland, Dundee and the eastern area and Aberdeen and the northern area. They are direct-ed by governing bodies representative of the edu-cation authorities in the area and other educational, business and industrial interests. These institutions provide full-time and part-time day courses and evening courses of instruction in such subjects as engi-neering, chemistry, pharmacy, building, printing, commerce, art and architecture, domestic science, veterinary science, agriculture, navigation, textiles, etc. Students may enter them either directly after completing a course at a senior secondary school or from a junior secondary school, generally after pre-liminary instruction in continuation classes.

Certain courses such as civil, mechanical and elec-trical engineering, chemistry and mining are affiliated to the neighbouring university and lead to a university degree. In addition, such central institutions provide college or national diplomas in the various branches of science and technology taught in the college. The colleges also present candidates, after three and five years' courses of study at evening classes, for national certificates in mechanical, electrical, and civil engi-neering, chemistry, building, etc., awarded jointly by the Scottish Education Department and the

professional institution concerned. The total number of full- and part-time students enrolled in central institutions is over 33,000.

The Universities. There are four universities in Scotland, St. Andrew's (founded in 1411), Glasgow (founded in 1450), Aberdeen (founded in 1495), and Edinburgh (founded in 1583). Although the universities receive a Parliamentary grant administered by the Treasury, their position in relation to the general system of education is largely self-determined and lies outside the sphere of the Scottish Education Department and the local education authorities.

FURTHER EDUCATION

Further education is provided in Scotland through continuation classes, central institutions and the universities.

In the continuation classes, both general and vocational classes are provided, the latter being grouped in courses related to industry and commerce sometimes extending over several years. These courses may lead, in turn, to more advanced courses at central institutions. The number of students enrolled in continuation classes is 212,000, with 15,000 more in adult education classes.

TEACHERS

The total number of teachers in Scottish schools is approximately 32,000, of whom all except about 900 are certificated. There are three types of certificate: (a) the teachers' general certificate, which entitles the holder to teach in primary schools; (b) the teachers' special certificate, entitling the holder to teach a particular academic subject or subjects throughout the full range of the secondary school: in order to hold this certificate teachers must be university graduates with first or second class honours; (c) the teachers' technical certificate, entitling the holder to teach such subjects as art, commercial subjects, domestic economy, physical education, music and agriculture.

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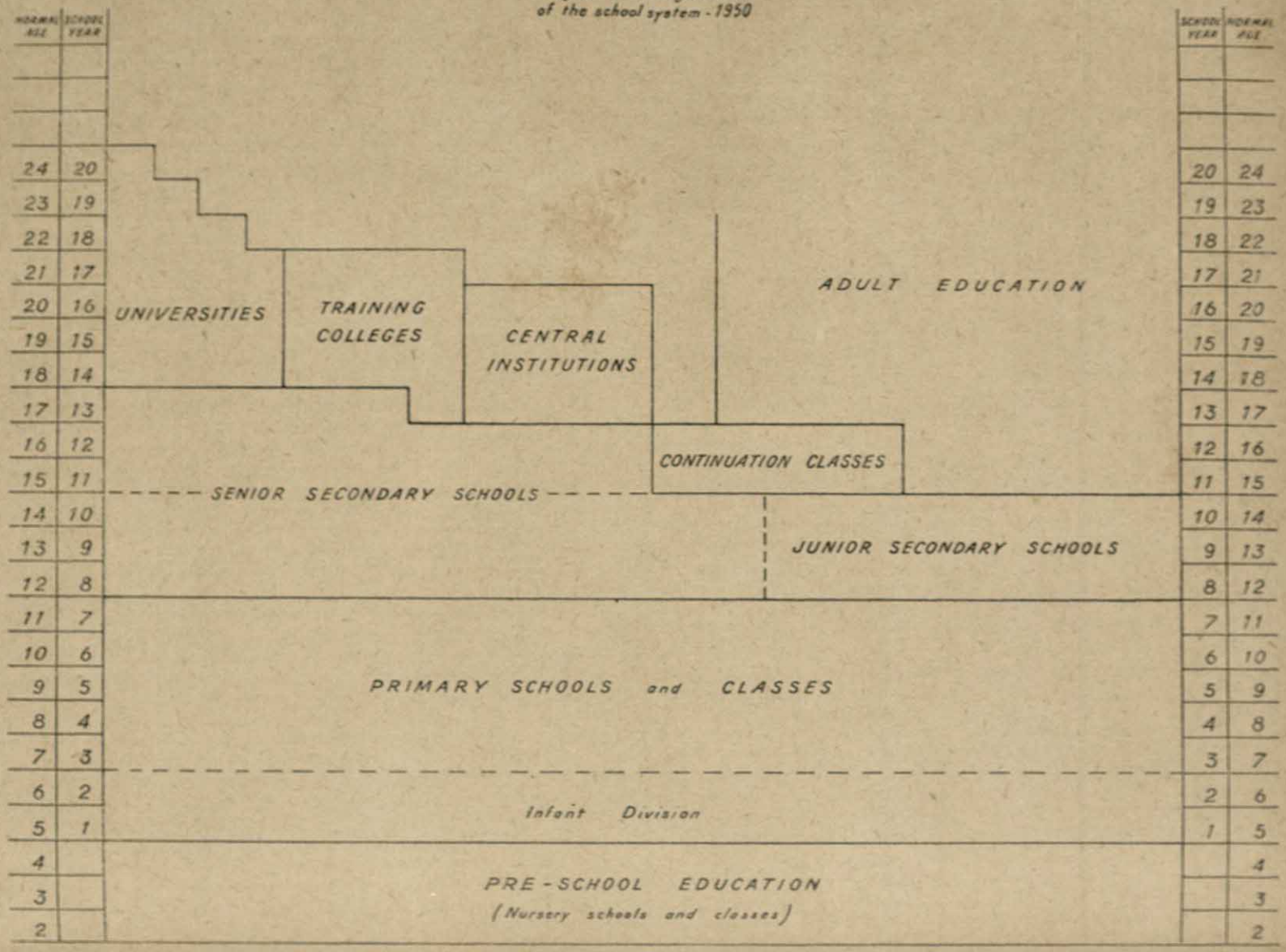
U.K._SCOTLAND

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Names of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Nursery schools	2	3	—	—
Primary Education				
Primary schools	5	7	Nursery schools	—
Secondary Education [1]				
Junior secondary schools	12	3	Primary schools	Junior secondary certificate issued by Education Authority
Senior secondary schools	12	5 or 6	Primary schools or junior secondary schools	Scottish leaving certificate issued by Scottish Ed. Dept.
Higher Education				
Central institutions	17—18	Up to 3-4 years	Senior or junior secondary schools, or continuation classes	University degrees, college or national diplomas and national certificates
Training colleges and training centres for teachers	18	Up to 4 years	Senior secondary schools, or universities	Teacher's general, special and technical certificates
Universities and university colleges [2]				

[1] All schools providing a course of post-primary instruction are known as secondary schools and fall into two classes: (a) junior secondary schools providing three-year courses and (b) senior secondary schools providing five-year courses (and, in some cases, three-year courses as well). The courses provide a general education but differ in character to suit the varying needs of pupils and include literary, commercial, boys' technical, domestic and rural courses. Some secondary schools also include primary divisions.

[2] Not analysed here.

122. Summary of School Statistics
Number of institutions, teachers and students in 1937/38 and 1948/49

Type of education and kind of school	Institutions		Teachers				Students enrolled			
			1937/38		1948/49		1937/38		1948/49	
	1937/38	1948/49	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Nursery schools	...	64	...	...	90	...	...	...	2 904	1 425
Primary										
Primary schools	2 892	2 087	19 571	14 781	11 498	...	616 111	305 832	360 604	177 678
Secondary										
Junior secondary	254	728	6 908	3 794	9 657	...	152 781	74 222	261 161	128 414
Senior secondary		201			7 408	...			157 712	78 231
Teacher training										
Teachers' training colleges and centres	7	7	...	...	218	112	3 099	2 229	3 967	2 931
Technical										
Central institutions[1]	16	16	...	...	...	...	6 234	...	9 958	...
Higher										
Universities and university colleges	5	5	...	...	[2] 1 132	...	...	...	[2] 15 444	[2] 4 059
Special										
Approved schools[3]	23	25	...	...	138	35	1 595	326	1 712	224
For blind children	110	2	683	612	25	...	202	...	187	93
For deaf children		9			110	...	703	...	809	389
For mentally or physically handicapped children		100			533	...	10 829	...	9 784	4 215

Source. Unesco questionnaire EDUC/67.

Note. Data refer only to public and grant-aided schools; the total number of independent schools in 1948/49 was about 200, with an estimated total enrolment of 19,710 students. The number of institutions, teachers and students are full-time only. There were in 1937/38, 1,340 (853 female) 'itinerant' teachers, and in 1948/49, 325 part-time teachers, in primary and secondary schools. Part-time students in central institutions numbered 15,340 in 1937/38 and 26,722 in 1948/49.

[1] Higher technical, art, domestic science, commercial, music, agricultural and veterinary colleges.

[2] 1947/48.

[3] For the education and training of children and young persons, who are delinquents or truants, are in need of care or protection or are beyond parental control.

123. Age-Sex Distribution of Students in public and grant-aided schools in 1948/49

Age in years	Number of pupils enrolled			Percentage of pupils enrolled					
				By sex for each age			By age for each sex		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
All ages	**809 998**	**412 940**	**397 058**	**100.0**	**51.0**	**49.0**	**100.0**	**100.0**	**100.0**
Under 6	73 719	37 664	36 055	100.0	51.1	48.9	9.1	9.1	9.1
6	77 978	39 523	38 455	100.0	50.7	49.3	9.6	9.6	9.7
7	74 652	38 134	36 518	100.0	51.1	48.9	9.2	9.2	9.2
8	73 067	37 151	35 916	100.0	50.8	49.2	9.0	9.0	9.0
9	75 813	38 494	37 319	100.0	50.8	49.2	9.4	9.3	9.4
10	76 247	38 714	37 533	100.0	50.8	49.2	9.4	9.4	9.5
11	76 273	38 959	37 314	100.0	51.1	48.9	9.4	9.4	9.4
12	75 540	38 020	37 520	100.0	50.3	49.7	9.3	9.2	9.4
13	74 433	37 377	37 056	100.0	50.2	49.8	9.2	9.1	9.3
14	73 401	36 938	36 463	100.0	50.3	49.7	9.1	8.9	9.2
15	25 802	13 272	12 530	100.0	51.4	48.6	3.2	3.2	3.2
16	7 807	4 041	3 766	100.0	51.7	48.3	1.0	1.0	0.9
17 and over	25 266	14 653	10 613	100.0	58.0	42.0	3.1	3.5	2.7

Source. Unesco questionnaire EDUC/67.

124. Higher Education
Number of students, and degrees and diplomas obtained, by faculty in 1947/48

Faculty	Students enrolled			Degrees and diplomas obtained			
	Total	Male	Female	Total	First degrees	Higher degrees	Diplomas
All faculties	**15 444**	**11 385**	**4 059**	**3 319**	**2 576**	**122**	**621**
Arts	6 531	3 980	2 551	1 675	1 442	31	202
Pure science	2 150	1 676	474	480	396	57	27
Medicine and dentistry	4 157	3 210	947	607	462	31	114
Technology	2 065	2 030	35	449	174	3	272
Agriculture and forestry	541	489	52	108	102	—	6

Source. University Grants Committee. *Return from universities and university colleges in receipt of Treasury grant, academic year 1947/48.*
Note. Data refer to the universities of Aberdeen, Edinburgh, Glasgow and St.Andrew's (including Dundee University College), and the Glasgow Royal Technical College. Teaching staff (including professors, readers, assistant professors and lecturers) numbered 1,132. Data refer to full-time students only; in addition, there were 5,554 (385 female) part-time students, of whom 811 (124 female) were working for degrees and diplomas.

UNITED STATES OF AMERICA

Total population
(census: April 1950)
150 697 000

Prepared by the United States
National Commission for Unesco

LEGAL AND FINANCIAL PROVISIONS FOR PUBLIC EDUCATION

Public education is a responsibility of the several States which enact laws, provide funds, and establish a system of local school districts which operate public elementary and secondary schools. Frequently the school district is coterminous with a city or with a county although in many States school districts are established independently of either of these two units of local government.

School boards, composed of lay citizens usually elected but sometimes appointed, have broad responsibilities to establish policies for the operation of the school and to employ teachers, principals, and school administrators.

Each State has a Chief State School Officer who is responsible for the operation of the State department of education, who is elected by the people or appointed by a school board, and who is not directly responsible to the Governor of the State. In general the Chief State School Officer does *not* have authority to appoint local school administrators, teachers or school board members. He exercises leadership in the improvement of schools, has certain regulatory responsibilities, and controls the system of determining qualifications of teachers.

Most of the funds required to operate the public elementary and secondary schools are supplied from State and local sources: 2 per cent came from the Federal Government, 43 per cent from State sources, and 55 per cent from local sources, for 1949-50. The Federal funds consist chiefly of payments in lieu of taxes for federally owned property, federal support of school lunches, and federal support for vocational education. State funds are derived largely from State income and sales taxes and are generally apportioned among the local school districts in accordance with an objective formula based upon the number of children and the ability of the local community to raise taxes from local sources. Local funds for the support of schools are derived largely from local *ad valorem* property taxes. Many States have developed 'equalization' programmes for the support of education whereby poorer communities receive larger amounts of State funds per child than do the wealthier communities and thus a greater degree of equalization of educational opportunity is achieved without sacrificing local responsibility for the control of schools.

In line with the principle of separation of Church and State, religious instruction is generally not provided in public schools in the United States. Furthermore, all States have constitutional prohibitions against the use of tax funds for the support of parochial or private schools. In most States transportation of pupils living a great distance from school is provided daily at public expense. In some States the State adopts the textbooks which are to be used in the local public schools although the local school authorities are free to purchase other textbooks to supplement those on the approved list. In other States the selection of textbooks is left entirely to local authorities.

SCHOOL ORGANIZATION

The schools may, in general, be classified on three levels—elementary, secondary, and higher, but there are also schools for adults, vocational schools, and schools for special types of children.

Nursery schools, for children between the ages of 2 and 4 years, are relatively few in number and enrol a very small percentage of the children of those ages. Kinder gartens are maintained in practically all large cities and in many small cities and villages. About one-half of the 5-year-old children are enrolled in school.

ELEMENTARY EDUCATION

Where kindergartens are not maintained, children generally enter the first grade at about the age of 6 years. Elementary schools usually have either six or eight grades. The six-year elementary is followed by a six-year secondary school and the eight-grade elementary by a four-year secondary school. The type of organization is determined by the school board of the locality. More than 98 per cent of the children of elementary school ages, 6-13 years, are enrolled in school.

In the elementary schools the common practice is to have one regular teacher for each grade and one or more teachers for all grades in such subjects as music, art, physical education, etc. In the larger schools each grade may be divided into two half-year sections, higher and lower, usually taught by two teachers in separate rooms. In an organization of this type children are promoted twice a year. In small rural elementary schools one teacher may teach two, three, four, or even all of the elementary grades. The number of one-teacher and other small schools has been steadily decreasing as more pupils are being transported to larger schools.

SECONDARY EDUCATION

In the secondary school field there is a variety of organizations. About 40 per cent of secondary school pupils are enrolled in the four-year high school which is preceded by an eight-grade elementary school. The undivided junior-senior high school, usually a six-grade school preceded by a six-grade elementary school, enrols one-fourth of all secondary pupils, while the separately organized three-year senior high school enrols the remaining 35 per cent. Eighty-two per cent of the children 14-17 years of age are enrolled in school.

Secondary schools are organized on a departmental plan; that is, each teacher has one subject or several related subjects and may in the course of a school day meet 150 or more pupils. Each type of school is usually housed in a separate building administered and supervised by a principal. In the larger high schools there are often department heads for such subjects as English, mathematics, science, social studies, foreign languages, etc. There may also be deans of boys and of girls, and organized guidance, library, and health services.

Publicly supported vocational secondary schools or classes offer instruction in four fields—agriculture, the trades and industries, home economics, and the distributive occupations, through three types of classes: full-time day school; part-time classes for employed persons; and evening classes for adults, workers, and homemakers.

HIGHER EDUCATION

Higher education, in general, is divided into two broad fields, liberal arts and professional. Each of these fields is further subdivided into undergraduate and graduate study. The undergraduate liberal arts work consists of a two-year junior college course, leading to an associate of arts degree, or a four-year course leading to a bachelor of arts or a bachelor of science degree. The junior college may be equivalent to the first two years of the four-year college, or may offer terminal occupational courses. In addition, the completion of a minimum of one year's graduate study, usually including a written thesis, leads to a master of arts or a master of science degree. By pursuing a minimum of two additional years of graduate study, including research work, passing an examination showing a reading knowledge of two foreign languages, and the preparation of a dissertation based on original study and research, the doctor's degree may be obtained.

The second field of higher education pertains to preparation for the various professions, such as teaching, law, medicine, engineering, theology, agriculture, dentistry, and other technical branches. Schools or colleges giving instruction in these several professions may be included in a single university or may be separate institutions which confine themselves to work in a single profession. In order to be admitted to these professional schools, two, three, or four years of liberal arts work is required. Such professions include law, medicine, and theology. In other professions only high school graduation is required for admission. Completion of four years of study in any of the professions leads to a professional degree, such as doctor of medicine, doctor of divinity, bachelor of law, bachelor of engineering, etc. Graduate work is also conducted in each of the professions leading to a master's degree or doctor's degree.

At the head of each of the higher educational institutions is a president. If the institution consists of a number of colleges each of these is usually under the direction of a dean. The educational programme is conducted through the faculty which carries on its teaching through subject-matter departments. At the head of each department is a professor who, under the dean, is responsible for the teaching and research of his department. Each department may have, in addition to the department head, professors and assistants of various grades, such as associate and assistant professors, instructors, and assistants.

EXCEPTIONAL CHILDREN

There are many children for whom some adjustment must be made in the regular school programme because of a mental, physical, or emotional condition deviating seriously from the normal. These are: (a) the blind or partially seeing; (b) the deaf or hard of hearing; (c) crippled children; (d) delicate children or those of lowered vitality; (e) speech-defectives; (f) the mentally retarded; (g) the epileptic; (h) the socially malajusted; and (i) the mentally gifted. These children are taken care of by (a) the residential or boarding schools, which are generally reserved for the most serious cases; (b) special day schools or classes, which the children attend as they would any other day school; (c) special curriculum or other adjustment in the regular class; and (d) clinical facilities for the study of serious problems and application of remedial procedures. In addition educational activities are carried on in many hospitals and homes for crippled or otherwise physically incapacitated children.

ADULT EDUCATION

Adult education in the United States is carried on by a variety of both public and private agencies and for various education levels. Public adult education is provided at the elementary and secondary levels by means of: (a) evening classes; (b) continuation schools for pupils leaving school before reaching the age covered by compulsory school attendance laws; (c) day and evening schools for Americanization classes; (d) part-time vocational classes for instruction in job-related subjects, and short unit courses in agriculture for out-of-school farm youth and in home making for girls and women; and (e) community centres. Privately controlled enterprises such as the Young Men's and Young Women's Christian Associations, civic clubs, service organizations, radio stations, etc., are active in the adult education field. Education at the adult level for trades and industries and the arts is to a large extent provided by private schools. Publicly and privately-controlled universities and colleges offer extension and correspondence courses at the higher education level, and private correspondence schools provide courses at all levels.

NON-PUBLIC SCHOOLS

About one-tenth of the elementary and secondary school children attend non-public (private) schools. Ninety per cent of these schools are affiliated with religious denominations; the largest number, about 80 per cent of the total number of private schools, are under Roman Catholic auspices. Non-public schools are supported by funds from religious denominations to a large extent, by endowment funds, and by tuition fees. In general they receive very little financial support from public sources, the most common being that granted to all schools under the Federal school lunch programme. They are privately controlled, usually by a denomination, or by a board of trustees or the owner of the school. Their organization, in general, parallels that of the public schools, and pupils may and do transfer freely between public and non-public schools.

SCHOOL BUILDINGS AND EQUIPMENT

School buildings at the elementary and secondary levels vary in size from one room to those housing as many as 9,000 pupils, while the largest university enrols 47,000 students. Adjacent spacious play fields are considered essential for all schools. The large majority of schools have auditoriums, gymnasiums with shower facilities and dressing rooms, and workshops and laboratories for vocational training. Science laboratories are essential for secondary schools and institutions of higher education. Most schools have libraries or at least book collections. In some instances the public library, or one of its branches, is housed in the public school building. The very large schools are often designed with rooms for audio-visual education, dramatics, speech training, music, and band and orchestral work. Where practicable, equipment such as motion picture machines, seats, etc. are movable so that they may be transferred from room to room. The tools and supplies of instruction, including textbooks, paper, pencils, etc., are usually supplied free of charge in public elementary and secondary schools.

School buildings are used extensively after school hours for adult education, youth clubs, community meetings, and many other public events.

STATUS OF TEACHERS

Teacher certification practices and requirements vary greatly among the States. The State board or department of education, or a State examining board, issues certificates to public elementary and secondary school teachers in practically all of the States. Forty-one of the 48 States require at least a bachelor's

degree as a prerequisite for certification to teach in high school; 36 States require at least graduation from normal school or two years of college work for elementary school teachers, and 17 of these 36 require a bachelor's degree. Requirements for employment are usually somewhat higher than requirements for certification, especially in cities, experience being considered an important factor. After a teacher has met the certification and employment requirements, he may apply: (a) directly to the superintendent of the school system in which he is interested; (b) to the placement office of the institution of higher education where he received his teacher training; (c) to the State department of education placement service in the 14 States where such service is available; or (d) to the private national or regional teacher-placement agencies.

All States have some legislation affecting teacher welfare: all States make provision for teacher retirement; 35 States report some type of State-wide provisions governing dismissal of teachers; a majority have minimum salary schedules; and 19 report State-wide sick leave benefits.

ORGANIZATION OF HEALTH SERVICE AND PHYSICAL EDUCATION

Practically all State departments of education furnish leadership in the fields of school health service and physical education. The local school or school system, however, is essentially responsible for planning and carrying out its own programme.

The schools work with the children, parents, physicians, dentists, and public health departments in the health service programme. Emphasis is placed on determining the health status of each pupil, encouraging the correction of remedial disabilities, and helping pupils understand the importance of living healthily. The tendency is toward complete periodical physical examinations for all school children. In successful school health programmes, the school, the community, and the home work together.

There is an upward trend toward a daily period of physical education. Among the objectives of physical education are: (a) physical development; (b) the acquisition of useful skills in a wide variety of games, rhythms, sports, and other physical activities; (c) social growth through development of good sportsmanship and ability to get along with others; and (d) skill and interest in a wide variety of leisure activities which will bring satisfaction during childhood, youth, and adulthood.

THE ROLE OF YOUTH GROUPS IN EDUCATION

The Future Farmers of America, The Future Homemakers of America, and the New Homemakers of America are national associations made up of secondary school pupils who are studying agriculture or homemaking. The primary aim of the Future Farmers is the development of agricultural leadership, co-operation and citizenship. The goal of the Future Homemakers is 'learning to live better today in order that our lives and those of our families may be better tomorrow'. Their projects often deal with community nutrition, home improvement, safety, care of children and recreation. Membership is voluntary in all of these organizations.

More remotely connected with education are such organizations as the Boy Scouts, the Girl Scouts, the Young Men's Christian Association, the Young Women's Christian Association, and many local groups.

SPECIAL PROBLEMS AND RECENT TRENDS

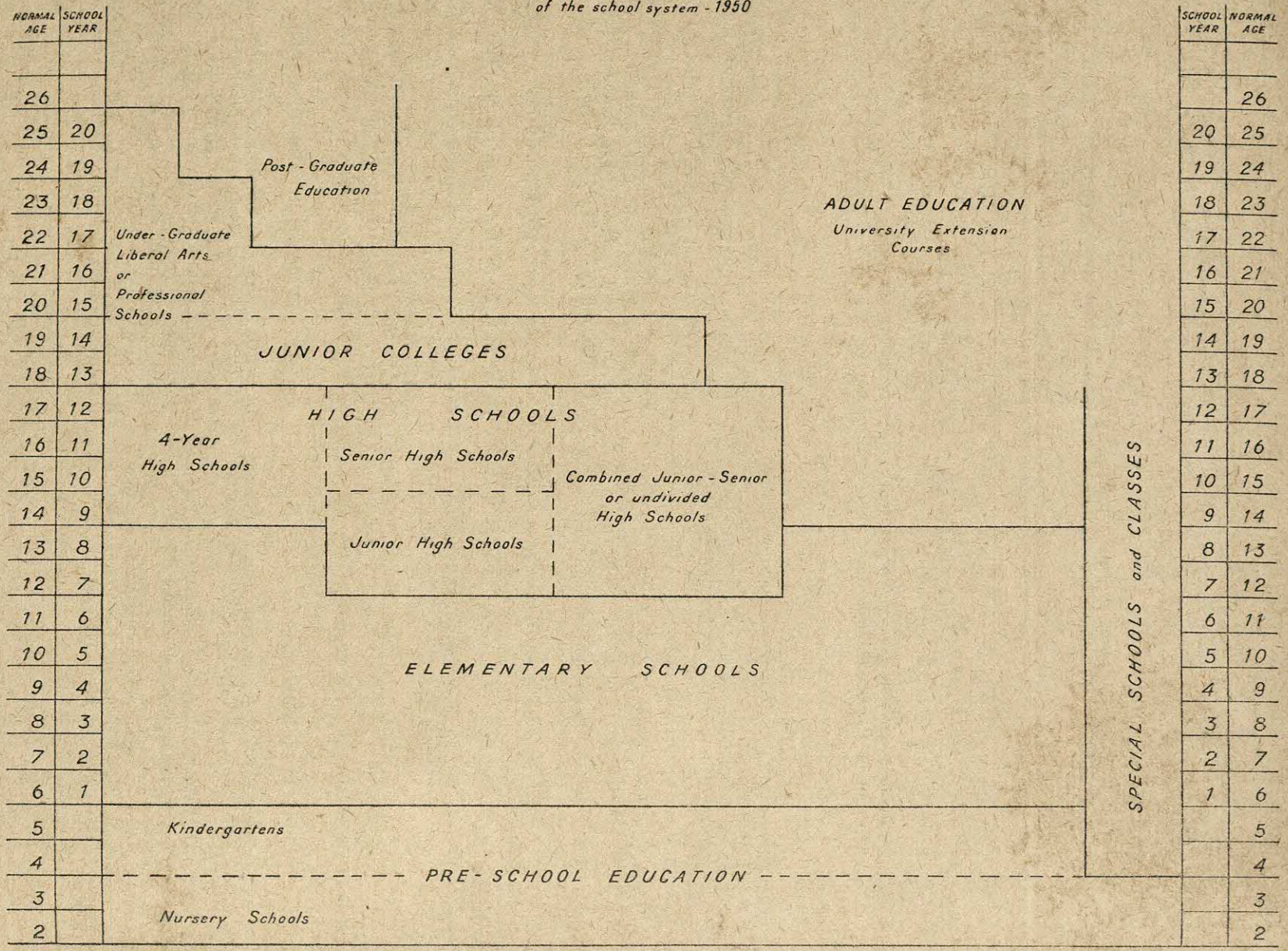
Special problems confronting education in the United States are: (a) the teacher shortage coupled with the increased birth rates, and (b) school building needs. It is estimated that there will be 10,000,000 more children in school in 1960 than there were in 1948, an increase of 37 per cent. In 1948 the teacher shortage was acute, and probably will become more serious for a few years as more and more children become of age to enter school and progress from grade to grade. The number of teachers being graduated from teacher-training institutions increased from 25,000 in 1949 to 35,000 in 1950, a sufficient number to fill the normal number of vacancies caused by retirement, death, marriage and change of occupation. There is also a school building shortage, due not only to the large increase in enrolments, but also to the backlog of school plant construction and maintenance during the war years. During the past year some progress has been made in lessening the amount of building shortage.

During the past few years much emphasis has been placed on 'life adjustment education' which may be defined as 'that which better equips all American youth to live democratically with satisfaction to themselves and profit to society as home members, workers, and citizens'.

The number of women attending institutions of higher education continues to increase and the aid to veterans has increased the number of men students in college.

U.S.A.

Diagram of the organization of the school system - 1950



Classification of Schools

Types of schools	Normal entrance age of pupils	Duration in school years	Types of schools from which pupils may enter	Name of certificates, diplomas or degrees granted at completion of course
Pre-School Education				
Nursery school	2—4	2 or 3	—	—
Kindergarten	5	1	—	—
Primary Education				
Elementary school [1]	6	6 or 8	Pre-school education not required for entrance	None usually. All elementary schools lead to secondary schools and to higher education
Secondary Education				
Junior high school	12	3	Completion of a 6-year elementary school course	—
Junior-senior high school	12	6	Completion of a 6-year elementary school course	A high school diploma is awarded at the completion of the 12th grade. (Regular high school, senior high school, or junior-senior high school)
Senior high school	15	3	Completion of 8 grades and completion of junior high school (9th grade) necessary for admission to senior high school	
Regular (4-year) high school	14	4	Completion of 8 grades	
Higher Education				
(a) Non-degree-granting colleges: [2]				
Junior college	18	2	Completion of 12th grade (high school diploma)	Associate in arts degree
Normal school	18	2	Completion of 12th grade (high school diploma)	Diploma or certificate
(b) Degree-granting colleges, universities and schools:				
Universities, colleges and professional schools	18	4	Completion of 12th grade, or with advanced standing after completion of junior college	Bachelor of arts; Bachelor of science; or degree in a profession
Teachers' colleges	18	4	Completion of 12th grade, or with advanced standing after completion of junior college	Bachelor of arts; Bachelor of science; or degree in a profession

[1] Elementary schools may be of two types:
(a) Grades 1-6, inclusive, followed by a Junior high school, or a Junior-senior high school. (b) Grades 1-8, inclusive, followed by a regular (4-year) high school.

[2] Non-degree-granting colleges are usually Junior colleges or normal schools. The Junior college is generally comparable with the first two years of the degree-granting college. The normal school is a two-year teacher-training institution. The number of these schools, and the enrolments in them have decreased steadily. Enrolment data for them are now included with the four-year teacher college, under the classification, 'teacher-training institutions'.

The trend for an increased proportion of the cost of public elementary and secondary education to be covered by appropriations from State governments continues. State aid increased from 28.5 per cent in 1937-38 to 38.2 per cent of revenue receipts in 1947-48.

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125. Summary of School Statistics
Number of institutions, teachers and students in 1937/38 and 1947/48

Type of education and kind of school	Institution		Teachers				Students enrolled			
			1937/38		1947/48		1937/38		1947/48	
	1937/38	1947/48	Total	Female	Total	Female	Total	Female	Total	Female
Pre-School										
Nursery schools, public and private	...	...	...	...	...	...	...	...	...	...
Kindergartens, public	...	...	[1] ...	[1] ...	[1] ...	[1] ...	607 034	300 482	988 680	485 476
Kindergartens, private	...	...	[1] ...	[1] ...	[1] ...	[1] ...	37 806	19 171	182 000	89 368
Primary										
Elementary, public	221 660	144 845	°569 026	[1] 519 443	[1] 565 069	[1] 524 837	17 947 372	8 682 200	15 629 320	7 541 024
Elementary, private	9 992	10 071	°67 139	[1] 62 846	[1] 67 430	[1] 63 677	2 202 844	1 101 583	2 269 430	1 129 269
Secondary										
Junior high schools, public	2 372	2 800	52 720	35 648	57 142	37 220	1 408 584	711 030	1 317 000	665 085
Junior-senior and senior high schools, public	7 162	8 100	111 563	62 529	141 494	76 891	2 784 281	1 424 284	3 041 000	1 603 895
Regular (4-year) high schools, public	15 056	14 385	137 654	74 270	143 308	74 644	3 227 837	1 671 142	2 969 000	1 585 620
Regular (4-year) high schools, private	3 327	3 069	27 965	17 767	41 568	25 990	446 833	247 197	602 484	317 873
Teacher training										
Teachers' colleges and normal schools	293	260	11 929	6 800	14 296	6 843	145 649	93 883	190 342	86 201
Higher										
Junior colleges	453	472	9 100	4 438	14 607	5 838	121 510	57 989	240 173	78 899
Universities, colleges and professional schools [2]	944	1 056	102 648	24 449	167 397	40 376	1 083 746	395 140	1 570 924	614 823
Special										
Residential schools for physically and mentally abnormal children	418	444	*5 798	*4 673	*5 919	*4 771	74 280	29 333	63 137	24 663

Source. Unesco questionnaire EDUC/67.
Note. Data refer only to full-time institutions, teachers and students.

[1] Teachers in kindergartens are included in the number shown for elementary schools.

[2] Of which there were 131 universities and 335 higher technical schools in 1947/48.

126. Age-Sex Distribution of Students in all public and private schools in 1947/48

Age in years	Number of students enrolled			Percentage of students enrolled					
				By sex for each age			By age for each sex		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
All ages	**30 278 000**	**16 035 000**	**14 243 000**	**100.0**	**53.0**	**47.0**	**100.0**	**100.0**	**100.0**
Under 6	1 578 000	866 000	712 000	100.0	54.9	45.1	5.2	5.4	5.0
6	2 901 000	1 485 000	1 416 000	100.0	51.2	48.8	9.6	9.3	9.9
7—9	7 528 000	3 838 000	3 690 000	100.0	51.0	49.0	24.9	23.9	25.9
10—13	8 847 000	4 492 000	4 355 000	100.0	50.8	49.2	29.2	28.0	30.6
14—15	3 922 000	1 995 000	1 927 000	100.0	50.9	49.1	13.0	12.4	13.5
16—17	2 856 000	1 452 000	1 404 000	100.0	50.8	49.2	9.4	9.1	9.9
18—19	1 028 000	593 000	435 000	100.0	57.7	42.3	3.4	3.7	3.1
20—24	1 042 000	827 000	215 000	100.0	79.4	20.6	3.4	5.2	1.5
25—35	576 000	487 000	89 000	100.0	84.5	15.5	1.9	3.0	0.6

Source. Unesco questionnaire EDUC/67.

127. Public Expenditure on Education in 1948 (in thousand dollars)

Source of revenue	Total	Primary and secondary education	Higher education	Other
Public School Education	**5 221 753**	**4 311 534**	**810 917**	**99 302**
Contributions from Federal Government	386 027	120 270	254 005	11 752
Contributions from State Governments	2 094 321	1 676 362	332 096	85 863
Contributions from local authorities	2 561 812	2 514 572	47 240	—
School fees	84 518	—	84 518	—
Interest on endowments, gifts, etc.	14 886	330	14 556	—
Other sources	80 189	—	78 502	1 687
Private School Education	**1 270 885**	**530 021**	**727 159**	**13 705**
Subsidies or grants-in-aid from public funds	300 225	—	292 937	7 288
School fees	220 083	—	220 083	—
Revenue from endowments, gifts, etc.	76 912	—	76 912	—
Other sources	673 665	530 021	137 227	6 417

Source. Unesco questionnaire EDUC/67.
Note. Data refer to income for expenditure on education. Expenditure on administration is included in the figures shown for primary, secondary and higher education.

URUGUAY

Total population
(estimate: mid-year 1947)
2 340 000

Based on official publications of the Ministry of Public Instruction and Social Welfare

LEGAL BASIS OF EDUCATION

The Constitution of the Republic lays down that there shall be freedom of choice in education; State intervention is limited to providing for the maintenance of health, good morals and public security and order, in the schools. Private education is subjected to limited supervision only, and is exempt from direct and indirect taxes.

Other articles of the Constitution lay down certain principles which determine the extent of State action. By Article 61, primary education is declared compulsory, and the State has to make necessary arrangements for compliance with the requirement. A legal form is given by the Children's Code, which provides for compulsory education for all children between the ages of 6 and 14 years; this includes special facilities for handicapped children.

By Article 62 of the Constitution the State undertakes to provide free education at all levels from the primary school to university, art school and technical college.

Finally, Article 50 of the Constitution establishes freedom of religion: 'The State supports no particular religion'. Consequently, instruction in public schools is secular.

ADMINISTRATION

The Ministry of Public Instruction and Social Welfare is headed by a Minister with Cabinet status.

Article 178 of the Constitution provides that administrative responsibility for education is vested in a series of councils: the national council for primary and normal education; the national council for secondary and preparatory education; the central university council; and the more recent national council for industrial education. Subsequent articles stipulate the functions and membership of each council and provide for their administrative and technical autonomy.

At a lower level, municipal and departmental promotion commissions fulfil limited administrative functions.

The Ministry of Public Instruction is responsible for the relations of the national councils with the Executive and with Parliament; it supervises their compliance with the law and establishes their budgets. The Ministry also has supervisory powers in respect of institutions for artistic and physical education; but here there is no central direction, and the institutions are completely autonomous in technical matters.

The *Consejo Nacional de Enseñanza Primaria y Normal* is integrated by a president, vice-president and three members, assisted by a general secretary and a sub-secretary. The senior authority under the Council is the technical inspector of schools, who has three regional inspectors to supervise and guide primary and normal education in the country as a whole. They superintend the work of departmental inspectors, sub-inspectors and teachers in their respective zones. In 1949 there were 6 sub-inspectors for Montevideo and 30 for the country's 19 departments. The total of schools amounted to: 545 urban, 886 rural, 97 agricultural, 87 auxiliary, 62 mobile.

The *Consejo Nacional de Enseñanza Secundaria* consists of a paid director-general and six honorary members of whom three are elected by the teaching body and the other three by the other national councils. The director is elected by the Council and appointed by the Minister of Public Instruction, subject to Senate approval. The Council is responsible for the 51 public and 32 private lyceums which carry on secondary and preparatory education.

By laws of September and December 1942 and February 1943 the University of Work *(Universidad del Trabajo)* was set up as an autonomous body. Its *Consejo* is headed by a paid director-general,

appointed by the Executive, and the remaining members are honorary representatives of the other national councils, the Commission for Fine Arts, the Chamber of Industries, the Rural Federation, the Rural Association of the University, the teaching body and the Government. The Council directs, through its inspectors and directors, the 42 industrial schools scattered throughout the country.

The *Consejo Central Universitario* is presided over by the rector of the University, with the dean and one other delegate from each of the ten faculties as members. Each faculty is governed by a dean and a council composed of staff members, professional men and women and students. The rector and the deans are elected by their respective councils and appointed by the executive.

Other educational associations dealing with the arts, museums, libraries, radio, physical education, etc., carry on their activities independently, under the direct supervision of the Ministry of Public Instruction.

ORGANIZATION

The term 'primary education' is applied to all schooling for pupils between the ages of 3 and 12 years.

Pre-school education is not compulsory. Some 27 kindergartens *(jardines de infantes)* and kindergarten classes *(clases jardineras)* in the capital and throughout the country, to which can be added 7 kindergartens and 200 kindergarten classes created by the law of 2 July 1949, receive children between 3 and 6 years of age; the methods are based largely on Froebelian principles.

PRIMARY EDUCATION

Compulsory schooling starts at 6 years. The primary schools of Uruguay fall into several distinct types, classified according to their locality and the length of the course. Urban primary schools of the first grade have four classes; those of the second grade, a full six-year course. The former type are found chiefly in the suburbs and lead on to top classes of a second grade school. Other urban primary schools are the practice schools (for teacher training) and the experimental schools (where new methods, usually related to practical manual work, are being tested). The rural primary school as a rule has three classes, with a curriculum similar to the corresponding level in urban schools. A large proportion of the rural schools are one-teacher schools (706 of a total 1,078 according to 1946 statistics). To improve the quality of rural education an attempt is being made to experiment with school farms *(escuelas huertas)*. A form of school-mission, the mobile school *(escuelas volantes)* has been adapted to the needs of migrant workers.

SECONDARY EDUCATION

The main type of secondary school is the lyceum *(liceo)*, which may be State-run or private. The course of six years comprises two cycles: a general four-year course or first cycle of the *bachillerato*, and a final two years of preparation for higher education which leads to the *bachillerato* certificate. While there are seldom optional subjects in the lower cycle, the preparatory stage contains a number of courses variously combined according to which of the faculties the student has in view. The lyceums have considerable autonomy in regard to technical matters.

VOCATIONAL EDUCATION

By a law of September 1942 Uruguay set up a University of Work *(Universidad del Trabajo)* to organize on a rational basis the diverse elements of vocational education throughout the Republic. The functions of the University of Work are: to provide both general and vocational instruction for the future workers; to provide continuation schooling for those already at work; to contribute to the improvement and development of industry; and to provide vocational guidance. The main schools of the *Universidad del Trabajo* are the industrial schools and the agricultural schools. The former provide courses or separate establishments for: mechanics and electrotechnics; civil and naval construction; feminine vocations; commercial courses; graphic and applied arts. The agricultural schools have courses in agriculture, animal husbandry, dairy-farming, rearing of domestic animals, etc.

As a rule, these vocational schools take students who have completed the full primary course, with a minimum entrance age of 12-13 years.

TRAINING OF TEACHERS

Students who have completed the six years of primary school with good marks and who are over 12 years of age may take the entrance examination of the normal institutes. Here the studies comprise a four-year cultural cycle (similar to that of the lyceum), followed by a three-year professional course. Lyceum students may transfer to the normal institute after their fourth year by taking an entrance examination.

Graduates of the normal institutes become 'teachers

of the first grade', i.e., in principle they may teach in the first four classes of the primary school or may become directors of rural schools; but in practice they are employed at all levels of the primary school.

Teachers of the second grade are required to spend a further three years in their studies. They can then take charge of the fifth and sixth primary classes and may become inspectors.

There are four official normal schools; two, called normal institutes, are in Montevideo, one in Paysandu became official in 1949; and the fourth is a normal rural school in Estación Gonzalez. Some 15 independent or departmental normal schools receive State subventions; and others are completely independent.

No professional studies are expected of secondary teachers, who are appointed on their academic qualifications or by competition. The project of a higher normal school is being studied.

HIGHER EDUCATION

The University of the Republic is a State institution which provides free tuition to all students, whether they are Uruguayan citizens or not. The University comprises 10 faculties: law and social sciences; medicine; economic sciences and administration; dentistry; chemistry and pharmacy; veterinary science; agronomy; engineering; architecture; humanities and sciences. The University has considerable autonomy.

Students are accepted in the faculties if they have completed the full secondary course of six years. The length of time taken for the university degrees varies from three to six years; degrees or titles are conferred in the particular field except for the new *Facultad de Humanidades y Ciencia.*

ADULT EDUCATION

An inspector of adult education supervises the evening courses in which primary education can be completed. In view of the fact that attendance at these courses is diminishing (7,977 in 1938; 3,812 in 1948), a project of reform for adult education is under study.

SCHOOL HEALTH SERVICES

The Children's Council, which depends on the Ministry of Public Instruction, is in charge of school health. This branch includes a service of medical inspection (one director and 10 doctors for Montevideo, 18 doctors in the departments). A service of hygiene inspection (1 head and 22 inspectors in Montevideo, 18 inspectors in the departments), a dental service (13 dental clinics in Montevideo, with one inspector, 20 dentists, four nurses, 15 assistants; and 24 dentists and two assistants for the departments). School lunches and milk are provided by the municipal promotion commissions which receive subventions from the State.

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VENEZUELA

Total population
(estimate: mid-year 1949)
4 595 000 [1]

Based on printed sources

ADMINISTRATION

The Minister of National Education has Cabinet rank and is in charge of all official schools except the universities, which are autonomous. The Minister is assisted by a technical council of six members, representing primary, secondary and normal education.

The Ministry comprises a number of departments: primary and normal education (which deals also with night schools); secondary, higher and special education; culture (for libraries, museums and related teaching institutions); extension services; and the national office of physical education—in addition to the usual administrative offices.

In each State of the Union and in the Federal district there is an office of school supervision, the head of which is termed the general supervisor. With his assistants he is responsible for visiting all public and registered private primary schools to ensure that official regulations are being carried out. The supervision of secondary and normal education is undertaken by the central authority.

Venezuela's public schools may be Federal, State, or municipal, according as they are founded and supported at these levels of government. Public education is free. Private bodies or persons are free to establish schools, but to have the studies and diplomas recognized they must register with the Ministry and follow official programmes.

ORGANIZATION

Kindergartens, public and private, give pre-school education for children between the ages of 3 and 7 years.

Two types of primary schools are found: the incomplete, offering the four-year course for children over 7 years of age, which is laid down as the compulsory school-going period; and the complete primary schools with an additional two classes. While urban schools are generally of the complete type, the tendency at present is to build up rural schools by adding the fifth and sixth classes and devoting them to practical education in agriculture and home economics.

Secondary education is open to those who have completed the full primary course. It consists of two cycles: a four-year general course, and a final year of specialization of pre-university nature (the three streams being philosophy and letters, physics and mathematics, sciences and biology).

Vocational education at secondary level takes several forms. Commercial schools give three- and four-year courses as training for secretarial and business posts. Industrial technical schools (three to four years) and mechanics' schools (more rural in nature) give post-primary training of a practical kind. Vocational education for girls is provided by the schools of arts and trades.

Teachers for the primary school system are trained in the urban and rural normal schools. To enter, students must be at least 14 years of age, and have completed the full primary course. The normal school course of four years falls into two stages: the first two years correspond to the equivalent secondary school course; the next two years are devoted more to pedagogical subjects and practice teaching. Secondary school teachers are trained at the National Institute of Pedagogy in a course lasting three years. Entrance requirements are the first cycle of secondary school or the diploma of a normal school.

Higher education is given by the three national universities, by several separate institutes of university extension, and by the National Institute of Pedagogy. The faculties represented in one or more of the universities are: philosophy and letters, law, economic and social science, physics and mathematics, medicine, pharmacy and chemistry, dentistry, agronomy and veterinary medicine.

[1] Excluding tribal Indians, estimated at 100,600 in 1941.

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128. Summary of School Statistics
Number of institutions, teachers and students in 1937/38 and 1947/48

Type of education and kind of school	Institutions		Teachers	Students enrolled			
				1937/38		1947/48	
	1937/38	1947/48	1947/48	Total	Female	Total	Female
Primary[1]							
Federal	...	2 055	5 718	...	...	[2] 176 580	...
State	...	2 785	3 480	...	...	[2] 109 205	...
Municipal	...	681	1 198	...	...	[2] 38 693	...
Private	...	284	1 254	...	...	[2] 36 053	...
Secondary							
Federal lycées and colleges	49	45	876	...	...	14 162	...
State and municipal secondary schools		2					
Private secondary schools		48	519	...	...	4 177	...
Teacher training							
Normal schools, public and private	...	30	411	502	452	4 633	3 521
Technical							
Commercial	6	22	168	621	315	[4] 1 968	[4] 1 260
Industrial	...	5	...			[4] 307	[4] 56
Nursing	1	5	123	80	80	416	416
Domestic science	...	2	...	...	...	868	868
Social service	1	2	...	[5] 9	...	136	136
Technical	...	3	40	...	...	1 423	[4] 74
Higher							
Universities	...	3	[3] ...	...	...	4 610	494
National pedagogical institute	...	1	[3] ...	135	48	740	312

Source. *Memoria del Ministerio de Educación Nacional*, Caracas, 1948.

[1] Including pre-school education.
[2] School-year 1946/47 enrolment figures include 6,594 pupils in kindergartens.
[3] Total number of teachers in 3 universities and the national pedagogical institute: 744 (11 female) in 1947.
[4] Including students attending night courses.
[5] 1940/41.

129. Age-Sex Distribution of Pupils
enrolled in primary schools in 1947/48

Age group	Number of pupils enrolled			Percentage of pupils enrolled					
				By sex for each age			By age for each sex		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
All ages	**323 850**	**161 603**	**162 247**	**100.0**	**49.9**	**50.1**	**100.0**	**100.0**	**100.0**
Under 7	16 174	7 947	8 227	100.0	49.1	50.9	5.0	4.9	5.1
7—8	78 007	40 158	37 849	100.0	51.5	48.5	24.1	24.8	23.3
9—10	83 928	43 117	40 811	100.0	51.4	48.6	25.9	26.7	25.2
11—12	76 624	38 512	38 112	100.0	50.3	49.7	23.7	23.8	23.5
13—14	48 013	22 948	25 065	100.0	47.8	52.2	14.8	14.2	15.4
15 and over	21 104	8 921	12 183	100.0	42.3	57.7	6.5	5.5	7.5

Source. Instituto Interamericano de Estadística. *Boletín de Estadística, año IX, No. 7*, Washington, July 1949.

YUGOSLAVIA

(Federal People's Republic of)

Total population
(estimate: mid-year 1949)
16 040 000

Provided by the Council for Science and Culture of the Government of the FPRY

The present educational system of the FPRY is based on the common school. The system is markedly superior to that of the former régime in Yugoslavia, not only because many more schools have been established, but mainly because of its democratic character: every pupil has the opportunity to continue his education to a higher level. Instruction is free at all levels of education and the pupil's passage to the highest level has been made easier by the creation of a considerable number of scholarships, the construction of boarding establishments, students' homes, school restaurants, etc. Until the past school year, compulsory education covered seven years; beginning with the school year 1950-51, an eight-year period is provided for.

Institutions of general education depend on the Council for Science and Culture of the popular republic in which they are located. Administration is effected by commissions for education and culture attached to the popular committees at several levels—regional, district and urban.

The Council for Science and Culture of the central Government provides only general directives, sets up educational plans and curricula and co-ordinates the work of the Council for Science and Culture in the republics.

ORGANIZATION

PRE-SCHOOL EDUCATION

The kindergarten is the typical institution for very young children and constitutes the first level of education in the FPRY. Children from 3 to 7 years old attend kindergartens, where they are divided into three age groups (3 to 5 years, 5 to 6 years and 6 to 7 years) and follow a curriculum in line with the type of instruction they will receive in the primary school. Children go to the kindergarten from 9 a.m. until noon and are given a meal there. The teachers come from special secondary schools or special courses and complete their training in service.

Kindergartens are exclusively State establishments set up by the public authorities and attached to industrial enterprises and various administrations which employ at least 200 mothers and whose workers and employees have at least 20 children of pre-school age.

Collaborating with the working masses, the State is developing the network of pre-school establishments to keep pace with the industrialization of the country and the socialization of rural regions. Women are thus free to play an active part in setting up socialism.

In the countryside, rural labour co-operatives have seasonal kindergartens open for 6 to 8 months of the year. The programme resembles that of other kindergartens but is also adapted to local working conditions. These institutions are directed by the peasant women themselves, who obtain their training through attendance at special schools.

Apart from kindergartens, a great number of playgrounds and nurseries for children of pre-school age have been set up—especially in urban centres—by the popular movements under the guidance of the public authorities. Care and training of the children are provided by qualified personnel, usually members of the anti-fascist women's organization, who have taken special preparatory courses. The staff work on a voluntary basis.

Lastly, in towns and villages, there is a network of crèches for children under 3 years of age, with a technically qualified staff.

PRIMARY EDUCATION

Primary education is free and compulsory. In 1945, at the time of the Liberation, a law was passed to provide for seven years of compulsory education.

This period may consist of four classes of primary school and three of lower lyceum (or preparatory school), or four classes of higher primary school; or it may be spent entirely in the seven-year *sedmolietka*, a school of a special type.

The beginning of the school year 1950-51 marked the introduction of eight years of compulsory education. This means four classes of primary school and four of lyceum or complementary primary school, according to industrial needs, or regional characteristics of the school's locality. The eight-year period of compulsory education will be introduced gradually. Pupils from all these types of eight-year schools may go on to institutions of secondary level or to secondary vocational schools; those from complementary primary schools have to pass an extra examination for entry to certain schools.

National minorities have the same types of primary school, but the minority language is used as the medium of instruction.

GENERAL SECONDARY EDUCATION

Secondary schools giving general education admit pupils who have received the school-leaving certificate after seven or eight years of schooling. All lyceums follow the plan and curricula worked out by the Councils for Science and Culture of the popular republics. So that they may be more completely democratic and more efficiently administered, the lyceums are placed under regional popular committees.

On completing the eighth class of the lyceum, pupils take a baccalaureate examination which admits them to the university. With a view to training special personnel, each republic is opening one or two classical lyceums where a classical language (Latin or Greek) will be taught from the first year, as well as modern languages from the fourth year. The classical lyceums to be established in the Popular Republics of Bosnia and Herzegovina and in the Popular Republic of Macedonia will have Arabic and Turkish as classical languages. The curriculum of the classical lyceum is basically the same as that of the other type. All national minorities have complete lyceums (from the fourth to the eighth class year), where education is given in the mother tongue.

HIGHER EDUCATION

Higher education comprises a varied range of institutions. A number of schools provide two-year courses; the higher pedagogical school, school of foreign commerce, advanced school of the Ministry of the Interior, school of theology and school of journalism. There are also schools giving courses which last four to six years: the schools of journalism and diplomacy; of physical training; of cinema, dramatic art and stage direction; the academy of music; of scenic art; the universities and the higher institutions for medicine and technology.

The universities contain faculties of philosophy, natural and mathematical sciences, law, economic sciences, veterinary medicine, agronomy, forestry and theology. Higher institutions for technology have the following faculties: building, industrial chemistry, architecture, mechanics, mining, geology, electrotechnics, metallurgy, shipbuilding and geodesy. The medical institutions have their faculties of medicine, of stomatology and of pharmacy.

There are five universities in the FPRY—in Belgrade, Zagreb, Skoplje, Ljubljana and Sarajevo. Higher technological institutions exist in Belgrade, Ljubljana and Zagreb; higher medical institutions in Belgrade and Ljubljana, with faculties of medicine in Zagreb, Skoplje and Sarajevo and a faculty of pharmacy in Zagreb.

Besides the full-time courses, there is a special arrangement for free part-time studies, open to students employed by the State or in social institutions.

Higher education is entirely free. The State pays particular attention to student needs; in the past year some 30,000 study scholarships were made available and boarding establishments and restaurants have been opened for students in all university centres.

TECHNICAL AND VOCATIONAL EDUCATION

There are three types of technical schools in Yugoslavia: lower vocational schools, secondary vocational schools and technical courses.

Lower vocational schools are responsible for training technicians and artisans for lower technical posts. They include a large number of apprenticeship schools, carried over from the former régime in Yugoslavia. The purpose of these schools is to give to industrial apprentices the theoretical and vocational education they need to complement their practical on-the-job training. As the organization and methods of work are not satisfactory, these schools are gradually being converted to a new type of vocational training where the pupils receive practical instruction at the school itself. The new schools have the advantage that practical training is given systematically and co-ordinated with theory. The lower vocational schools train skilled workers for 24 different trades, as well as staff for administrative, health, veterinary, railway and other services.

The lower vocational schools admit pupils who have spent at least four years in primary school and who are 14 years old. Immediately after the war they also accepted pupils with no previous schooling but with a satisfactory record from literacy and general education courses. Schools for the vocations that require more extensive preparatory training demand as a prerequisite eight years of primary school or four years of lyceum. The number of these vocations is growing as the eight years of compulsory education becomes more general. The course in the lower vocational school lasts two or three years, according to the field, at the end of which pupils take an examination. The aim is to offer training on the same level as that of the lower lyceum, that is, of four years' duration.

Comparable to the vocational schools are the specialized schools for skilled workers; a two-year course, mainly theoretical, qualifies them to become foremen.

A further type of establishment is planned: schools to complete the training of workers who have been taken on by large industrial enterprises after short courses. Training in these schools will be mainly practical and classes will last from three to six months.

In cases where the elementary vocational school has reached a high enough level, pupils may pass directly to a secondary vocational school; otherwise an examination in general subjects (the certificate of a workers' school) must be taken for admission to the higher level.

Secondary vocational schools provide training for the intermediate personnel of various fields, such as technical and commercial activities; health and veterinary services, administration, etc. They comprise ordinary secondary vocational schools and workers' technical institutes.

The former type admit pupils who have had four years in a lyceum, although they lack preliminary technical instruction. Courses last four years.

Workers' technical institutes admit skilled workers who are already specialized and who qualify in general subjects to the extent of having four years of lyceum education, of holding the certificate of a workers' school or of passing an entrance examination. These institutes are designed to recruit personnel for higher technical levels from within the ranks of manual workers, and they thus enable capable workers to attain the maximum skill in their particular trades. Courses last three years.

In ordinary secondary vocational schools some 70 different trades and crafts are taught, covering the fields of technology, communications, agriculture, administration, etc. About 30 different subjects, principally of a technical nature, are taught in the workers' technical institutes. Instruction in the ordinary secondary vocational schools is equivalent to that of the complete lyceum; and on passing the terminal examination, pupils may enrol in the corresponding faculty of a university or a higher professional school.

The lower and secondary vocational schoos are administered by the Council whose personnel they train. Thus, industrial schools come undler the Council for Industry, schools of agronomy under the Council for Agriculture, the schools of medicine under Public Health, and so on. The Council for Science and Culture of the popular republic concerned exercises certain controls, especially in regard to general educational work and teaching methods.

Technical courses are organized for different purposes: on a special basis, for training workers to meet a particular industrial need; and, more continuously, for training lower-grade technicians and for improving the qualifications of those already at work. The system is planned so that the credit gained in one course gives the student access to a higher course; and the curriculum broadly corresponds to the equivalent stage of a vocational school.

A distinction is drawn between courses for semi-skilled and skilled workers and those for employees; all are graded at three levels—lower, secondary and higher. There is also a wide range of specialized vocational courses which run from a few days to a year.

The various Councils concerned, together with their appropriate organs, are in charge of the technical courses.

The above system of vocational training is democratic and satisfies the needs of the growing structure of the FPRY. Every able and industrious youth may attend a school suited to his earlier training and then pass on to a school of a higher type, up to the university or any other school of higher learning. The material needs of all pupils of lower vocational schools are assured. As to pupils of the secondary vocational schools, 62 per cent of them enjoy study scholarships or are placed in boarding schools. To each Council is attached a council of vocational schools which sets the broad lines of educational policy in schools of various specialities.

ARTISTIC EDUCATION

During the earlier régime in Yugoslavia, there were few schools for artistic instruction. Moreover, those which did exist were not of a single type and offered no uniform curricula. The position of the various

schools in the university ladder was not established and there was no central administration for all these schools. They were opened only in large urban centres, whereas the network of art schools (especially schools of music) has now spread to its widest limit. Instruction in all art schools is free.

There are at present: *schools of music* (three academies, 19 secondary schools of music and 72 elementary schools of music); *schools of fine arts* (three academies of fine arts, two workshops for painters and sculptors); *schools of applied art* (two academies of applied art and 10 schools of applied art which have the status of secondary schools); *schools of dramatic art* (two academies and six schools of dramatic art with secondary school status); *schools of the ballet* (one ballet section at the Academy of Dramatic Art, with university status, two secondary schools of the ballet and six elementary ballet schools).

TEACHER TRAINING

Primary school teachers are trained in primary normal schools which recruit pupils with the diploma of the seven- or eight-year school or the certificate given after three or four years at a lyceum. The normal school course lasts four years in Serbia and Montenegro; three years in the popular republics of Bosnia-Herzegovina and Macedonia; and five years in Croatia and Slovenia.

Lyceum teachers of the four lower classes, or of the higher classes of the seven-year school, study at the higher school of pedagogy. These studies last two years. The school admits candidates holding their secondary diploma and the school-leaving certificate, as well as graduates of the elementary normal school.

WORKERS' SCHOOLS FOR GENERAL EDUCATION

In order to hasten the education of working class youth and help liquidate the heavy mortgage of the past, schools have been opened for the general education of workers. All workers may enrol in these schools, preference being given to 'shock workers', 'rationalizers' and 'innovators'. Courses last two years; and they lead to workers' technicums and thence to higher institutions and universities. The workers' schools for general education correspond to the lower cycle of the lyceum. Special departments have been created to provide national minorities with courses in their mother tongue.

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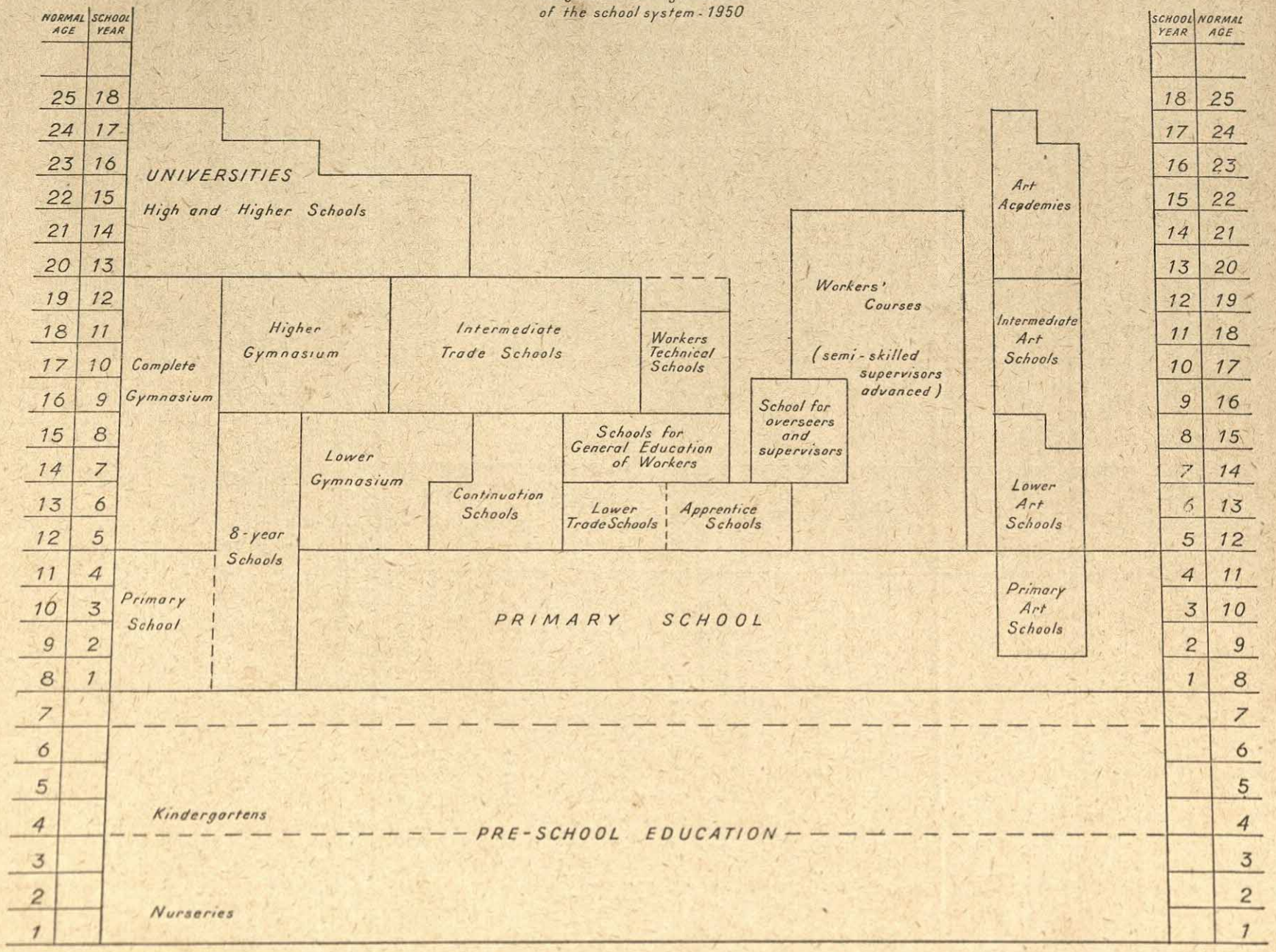
YUGOSLAVIA

Diagram of the organization of the school system - 1950



130. Summary of School Statistics
Number of institutions, teachers and students in 1938/39 and 1949/50

Type of education and kind of school	Institutions		Teachers		Students	
	1938/39	1949/50	1938/39	1949/50	1938/39	1949/50
Primary						
Primary and higher primary	8 956	[1] 12 742	32 144	24 351	1 428 223	1 640 954
Secondary [2]						
Four-year schools	234	—	2 519	—	42 750	—
Seven-year schools	—	[1] ...	—	2 249	—	102 108
Gymnasia	205	701	5 607	8 125	125 098	332 094
Teacher training						
Normal schools	34	62	503	847	3 898	21 298
Schools for domestic science teachers	1	3	17	23	80	189
Educators institutes	—	7	—	44	—	619
Technical Elementary [3]						
Agricultural	80	68	622	269	6 164	3 371
Trade and industrial	685	805	5 484	8 349	62 462	97 812
Transport	—	8	—	65	—	696
Economic and commercial	30	21	379	225	5 119	2 323
Nursing and midwifery	4	61	23	613	135	2 443
Technical Secondary [4]						
Agricultural	3	51	46	638	501	8 507
Industrial, mining, construction	10	110	295	2 295	2 442	27 461
Transport	4	17	66	368	494	4 986
Economic, commercial, administrative	34	54	432	1 025	7 389	22 425
Medicine [5]	4	51	75	978	153	6 134
Physical culture	—	3	—	41	—	473
Fine arts [6]	21	134	277	1 585	3 173	17 481
Higher						
University [7]	29	79	1 271	4 354	17 734	60 566
Special						
For physically and mentally defective children [8]	21	32	232	252	3 175	3 111

Source. *Bulletin Statistique—Instruction, Science et Culture.* Belgrade, Office Fédéral de Statistique. October 1950.
Note. Figures for teaching staff include both permanent and assistant (honorary) teachers. No data are available for distribution by sex of teachers and students.

[1] 541 seven-year schools are included with primary schools.
[2] Excluding night schools for workers and employees (estimated total 1949/50 enrolment 6,000).
[3] Post-war data refer to 1948/49.
[4] Excluding technical night schools (estimated total 1949/50 enrolment 4,000).
[5] Including nursing, sanitation, public health, hygiene, dentistry radiotherapy, etc.
[6] Including elementary level.
[7] Faculties, academies and higher schools.
[8] Pre-war data refer to 1937/38.

131. Age Distribution of Children
of compulsory school-age, enrolled in schools in 1949/50

Age in years	Pupils enrolled	
	Number	Percentage
Total, 7—13	**1 834 504**	**100.0**
7	245 497	13.4
8	293 239	16.0
9	307 641	16.8
10	310 728	16.9
11	274 533	15.0
12	228 446	12.5
13	174 420	9.5

Source. *Bulletin Statistique—Instruction, Science et Culture.* Belgrade, Office Fédéral de Statistique, October 1950.

132. Higher Education
Number of teachers and students enrolled, by faculty, in 1949/50

Faculty	Number of faculties	Teachers	Students enrolled
All faculties	**79**	**4 354**	**60 566**
Agriculture and sylviculture	6	387	5 017
Veterinary medicine	1	224	2 604
Technology	16	1 086	13 451
Economics	5	238	7 718
Law	6	177	3 526
Medicine	14	966	11 176
Arts and science	17	922	15 534
Theology	3	59	538
Fine arts	11	295	1 002

Source. *Bulletin Statistique—Instruction, Science et Culture.* Belgrade, Office Fédéral de Statistique, October 1950.

GLOSSARY OF TERMS

In the absence of an international dictionary of educational terms, this glossary is no more than a modest résumé, confined to types of school described in the *Handbook* text. For convenience five sub-headings are taken: pre-school, primary, secondary, vocational and teacher-training. Within each group the current terms, in alphabetical order, carry a brief translation or definition and a reference to the countries of origin. The minimum definition would seem to be a statement of the age-range of pupils—given parenthetically, thus: (7-14)—and at times the length of course—given in words. Further details are added for important entries or for those which show a variation in usage between different countries.

The glossary is a part of the index apparatus of this book; it does not, therefore, repeat in detail the information given in national entries. The interested reader will use references to countries as a means of pursuing any term more thoroughly. The system of grouping may, however, lighten the task of the specialist who wishes to examine comparatively the terms current in his particular field.

The definitions or translations are derived from the text; that is, they follow the statements and opinions of national authorities—and the editors have tried to keep interpretation to a minimum. The only other source of reference has been Carter V. Good's *Dictionary of Education*, McGraw-Hill, 1945.

PRE-SCHOOL GROUP

borenhaver (Dan.): nursery school, private but State-aided, for age-group 3-7 (Denmark).

casa cuna (Sp.): crèche for children under 5 (Bolivia, Ecuador).

casa dei bambini (Ital.): infant or nursery school for children between 3 and 6 (Italy, Switzerland, Canton of Ticino).

colmeia (Port.): nursery and infant school (Portugal).

crèche: a day nursery for young children of working parents; of French origin, the term is now also current in English; administrative details vary from country to country, as regards the age-group accepted (primarily up to 3 years, but at times any pre-school children), in the form of management (private or State) and in the programme (such additional functions as medical care of the children and class instructon for the mothers are to be found).

daghem (Swed.): crèche (Sweden).

detski gradini (Bulg.): public kindergartens (3-7) of various types: daily, half-daily, weekly or seasonal (Bulgaria).

detsky sad (Russ.): kindergarten for children between 3 and 7 (U.S.S.R.).

école enfantine (Fr.): infant or nursery school for children between 4 and 6 (Switzerland, Canton of Fribourg).

école frœbelienne (Fr.): public or private nursery school based on Frœbel principles but sometimes with a more eclectic approach: Belgium (3-6); Switzerland, Canton of Fribourg (4-6).

école gardienne (Fr.): public or private nursery school (3-6) (Belgium).

école maternelle (Fr.): public or private nursery school which may be a separate institution or be attached to a primary school; children from 2 to 6 (France).

escola materna (Port.): public or private nursery school (2-4), (Brazil).

giardino d'infanzia (Ital.): kindergarten for children 3 to 6 (Italy).

hadanah (Arab.): nursery classes attached to infant schools, with two-year course (under 5) (Egypt).

infant department: classes attached to primary schools, attended by children between 4 and 6 on a voluntary basis (Irish Republic).

infant school: first stage of public primary school (q.v.) either as department or as separate institution (Australia, Ceylon).

jardim de infância (Port.): public or private kindergarten for children 4 to 6 (Brazil).

jardin d'enfants (Fr.): kindergarten, private or public, for children between 3 and 6 (Belgium, France).

jardin de infantes (Sp.): kindergarten; the preferred term in some Latin American countries (Ecuador, Uruguay).

jardin de niños (Sp.): kindergarten, State or private, either as a separate institution or as classes attached to the primary school; usually for children between the ages of 3 and 7 (Argentina, Bolivia, Columbia, Dominican Republic, Mexico).

kindergarten: (a) an educational institution, or section of a school system, devoted to the education of children below formal school age, and employing methods and materials carefully selected to give the children opportunities for self-expression and for playing and working together; (b) variations of age-range occur between countries, with the most usual group 4-6; the tendency to lower the age for primary school enrolment has led to some overlap between the kindergarten and the lowest classes of the primary school, which are sometimes

termed infant classes or kindergarten section; (c) administrative variations occur also; as a rule, kindergartens are private but subsidized from public funds, but an increasing number of State kindergartens are to be found; in one country, Australia, the term denotes private management as distinct from the public nursery school; (d) originally a German term, now current in English, it has been rendered literally into many other languages.

Kleinkinderschule (Germ.): nursery school for children between 3 and 5 (Switzerland, Canton of Zürich).

kleuterschool (Dutch): nursery school, children from 3 to 6, usually private with some support from municipal funds (Netherlands).

kuttab (Arab.): Koranic school, traditional ungraded basic school in Moslem countries for teaching the reading and memorization of the Koran and incidentally writing and arithmetic; takes pupils from 4 onwards for indeterminate course.

lastentarha (Finn.): kindergarten taking children between 3 and 6 (Finland).

lekskola (Swed.): private nursery school, attended on voluntary basis by children under 6 (Sweden).

nursery school: (a) a school for children in the pre-school age-group, i.e. somewhat younger than those attending the kindergarten, and concerned mainly with problems of habit training and socialization; may be public or private, but in Australia the term distinguishes State institutions from the private kindergartens; (b) used for rendering into English foreign terms for a similar type of institution.

orfelinato (Sp.): orphanage, taking children of pre-school age.

rawdat atfal (Arab.): Egypt: kindergartens of three years' duration (5-8) leading to primary school; Iraq, two years (4-6).

scuola materna (Ital.): nursery school, the generic term applied to pre-school institutions for children between 3 and 6 years; may be public or private (Italy).

*sekolah kanak*2 (Indon.): nursery school for children 4 to 6 (Indonesia).

PRIMARY SCHOOL GROUP

all-age school: a school with a 10-year course (starting age 5) which covers both primary and lower secondary stages of education; progressively being reorganized into separate departments or establishments for the two stages (England and Wales).

area school: a rural consolidated school which may have primary and secondary departments (Australia).

awwaliyah (Arab.): an elementary school (usually accepted translation) which is usually rural and at a lower level than the *ibtida'iyah* or primary school; Egypt, full six-year course (6-12) but distinguished from primary school in that no foreign language is taught; Hashemite Jordan, four or five classes; Syria, four classes.

awwaliyah raqiyah lil-banat (Arab.): advanced elementary school for girls with three-year general course (starting age 12) based on the elementary school (Egypt).

basic school: a school with an eight-year course (comprising five years of junior basic, 6-11, and three of senior) in which the curriculum is developed largely from local crafts (India).

contributing school: a primary school of six grades (5-11) leading directly to the intermediate school (New Zealand).

centro escolar (Sp.): experimental primary school (6-12) for testing modern techniques and adapting them to local conditions (Ecuador).

curso complementar (Port.): complementary course, the second stage of the primary school, lasting one year (11-12) (Brazil).

curso elementar (Port.): elementary course, the first four years (7-11) of the primary school (Brazil).

curso supletivo (Port.): supplementary course of two years (age-group 13-14) following the five year primary school (Brazil).

county primary school: a public primary school, with five-or six-year course (5 or 6 to 11 ½) (N. Ireland).

école primaire (Fr.): a primary school, varying in length of course from country to country: Belgium, eight years to meet compulsory education requirements, but the usual school has six classes (6-12), at times completed by a seventh and eighth, termed the *quatrième degré;* French-speaking Canada, seven classes (6-13); France, eight years (6-14) with access to secondary education after the sixth year, the next two years forming a *cours supérieur* in the same school; Luxembourg, eight-or nine-year course (6 to 14 or 15) covering period of compulsory education, but pupils may pass to secondary schooling after the sixth grade, and the remaining classes are sometimes organized as a separate school; Switzerland, Canton of Fribourg, six or nine year course (starting age 7) leading to secondary schooling after the sixth grade.

école primaire supérieure (Fr.): a higher primary school providing two or three years of education after the *école primaire*, and varying in structure from country to country : French-speaking Canada, two years (14-15); France (13-14), progressively being absorbed by secondary institutions and now counted under *collèges modernes;* Luxembourg, three-year course (starting age 13) corresponding to top grades of nine-year primary school, and classified under Secondary Education. *See also: école régionale* and *quatrième degré.*

école régionale (Fr.): regional or higher primary school, set up in communities which are far from a secondary school; the course up to four years (starting age 12) is based on a six-year primary school (Switzerland, Canton of Fribourg).

école unique (Fr.): the common school, or first stage of child's formal education lasting from 7 to 10 or 11; term used in French-speaking Switzerland as a generalization, the particular primary schools of different cantons varying slightly in duration.

elementary school: (a) the current term for primary school in many English-speaking countries, and variously defined as of eight grades, sometimes with kindergarten or nursery school attached, or of six grades: Canada and U.S.A., six year (6-12) followed by junior high, or eight year (6-14) followed by a regular (four year) high school; Philippines, six year (starting age 7) in two cycles 4+2 termed primary and intermediate respectively; (b) used in India as equivalent to primary school; (c) used for translating the public primary school in Japan, with six classes (6-12); (d) used for translating the Arabic *awwaliyah*, a school of somewhat lower status than the *ibtida'iyah* or primary school.

escola primaria fundamental (Port.): fundamental primary school with five classes (7-12), the first four elementary and the fifth complementary (Brazil).

escuela de emergencia (Sp.): emergency school, a rural primary school with a two-year course (starting age 7) designed to be the main agency for a literacy campaign (Dominican Rep.).

escuela graduada (Sp.): urban primary school with several grades, the course lasting six years (6 or 7-12 or 13) (Dominican Rep.).

escuela indigenal (Sp.): an Indian school, distinguished as a type of primary school in Bolivia, with a four-year course (starting age 8).

escuela intermedia (Sp.): intermediate school giving a higher primary course of two years (starting age 12 or 13) and leading to secondary education (Dominican Rep.).

escuela primaria (Sp.): primary school, with a course varying from country to country: Argentina, six classes of which the first has two grades; Colombia, four or five classes (7-11); Ecuador, six classes (7-13); Honduras, six-year course (7-13); Mexico, six-year course (6-12) leading to secondary education, sometimes with three further classes of complementary education added; Salvador, six-year course or less (7-13); Uruguay, urban types have six or four grades (starting age 6) and rural types three. *See also* various qualified types below.

escuela (primaria) completa (Sp.): full primary school, usually

of six grades (7-13) and giving access to secondary education (Bolivia, Ecuador, Honduras).

escuela (primaria) incompleta (Sp.): lower primary school with any number of grades from one to five (Bolivia).

escuela rudimentaria (Sp.): elementary school, a rural primary school with three grades (starting age 7) (Dominican Rep.).

escuela rural (Sp.): rural primary school usually of incomplete type with four grades: Bolivia (starting age 8); Colombia, incomplete, less than four grades; Ecuador, three or four grades (7-11); Honduras, three grades (7-10).

folkskola (Swed.): primary school, as a rule with seven grades (age-group 7-14) covering period of compulsory education; the primary course combines first two grades of infant school with four termed the 'primary school proper', after which pupils may pass to secondary education; one or two further classes of a complementary nature may be added in the same institution (Sweden).

folkeskole (Dan.): a primary school; in urban areas usually a department (four or five grades, starting age 7) in a multilateral school comprising also the middle school and the real-class (Denmark).

forskole (Dan.): rural infant district school with three-age course (7-10) (Denmark).

hovedskole (Dan.): post-primary rural school with four-year course (10-14) (Denmark).

ibtida'iyah (Arab.): a primary school: Egypt, with four-year course (8-12) after kindergarten, and distinct from elementary school *(awwaliyah)* in that foreign languages are taught; children from lower elementary classes may be admitted by examination; Hashemite Jordan, seven-year course (7-13); Iraq, six-year course (6-12); Saudi Arabia, six-year course (6-12); Syria, five-year course (6-11).

ilkokulu (Turk.): a primary school, of two types: (a) directed by teachers or *ögretmen*, urban and rural, with five-year course (7-12); (b) directed by *egitmen* or less qualified rural instructors, with three-year course (7-10) (Turkey).

infant school: the first stage of primary school system either as a separate institution or as a department of the public primary school: Australia, varying course up to three years (starting age 6); Ceylon, first two years of formal schooling (5-7); New Zealand, infant classes are first two grades (starting age 5 or 6); U.K., two years (starting age 5).

intermediate school: school with a two- or three-year course (starting age 11) which is based on six-year primary or contributing school and serves pupils still subject to compulsory education either as a terminal course or as a bridge to the secondary school (New Zealand).

internado primario (Sp.): a primary boarding school with a six-year course (starting age 6) similar to that of the *escuela primaria;* some of these schools are adapted for Indian children and have a vocational curriculum (Mexico).

junior basic school: the first five years (6-11) of the eight-year basic school and thus equivalent to a primary school; characterized by curriculum and methods stressing local crafts (India).

junior primary school: (transl. from Chinese): the first four grades of the public primary school (6-10) (China).

junior school: a relative term for some part of the primary school course: Union of South Africa, a primary school of six grades (starting age 6-7) instead of the usual eight, and thus not leading to secondary school; U.K. (England and Wales) the upper division of the primary school with four grades (starting age 7), which may contain also the infant department of two grades (5-7) to make up the full primary course.

kansakoulu (Finn.): a folk school, the general primary school with course either of four years (7-11) leading to middle school or of seven years (7-14) terminally (Finland).

lagere school (Dutch): a primary school, comprising six, seven or eight grades (starting age 6-7) and leading to secondary education after the sixth grade; the two upper classes are termed continued primary and cater for children still subject to compulsory education but not intending to go on to secondary school (Netherlands).

landsbyskola (Dan.): rural all-age schools of two to five grades, with seven-year course (7-14) (Denmark).

natchalnaia shkola (Russ.): a primary school, usually in rural areas, with a four-year course (starting age 7 or 8), leading to fifth class of the incomplete secondary school (U.S.S.R.).

national primary school: the standard primary school with eight grades (age-range 6-14) covering years of compulsory education; after sixth grade (age 12) pupils may pass to secondary schools (Irish Republic).

national school (transl. from Czech): the unified school with first grade or level of five years (6-11) and a second grade of four (Czechoslovakia).

núcleo escolar campesino (Sp.): rural school nucleus or nuclear school, i.e. a system grouping a number of rural primary schools, one of which, termed the central school, has a complete six-year course and a staff who supervise the work of the surrounding sectional or incomplete schools (Bolivia).

ootchilishte, purvonatchalno (Bulg.): a primary school with four-year course (7-11) (Bulgaria).

osmoljetka (Serbo-Croat): common eight-year school (or seven years in many areas) being introduced to cover the period of compulsory schooling (7-14) and combining the primary four classes with upper primary or lower secondary classes (FPR. of Yugoslavia).

osnovna skola (Serbo-Croat): primary school with four classes (F.P.R. of Yougoslavia).

preparatory school: a private primary school having as its function the preparation of pupils for enrolment in a private secondary school; may at times be a department of, or administratively connected with, the secondary school (Irish Republic, Union of South Africa, U.K.).

Primarschule (Germ.): a primary school, with eight-year course (starting age 6), leading to secondary education after sixth grade (Switzerland, Canton of Zürich).

primary school: (a) an institution providing for the first period of formal education, beginning in childhood (from 5 to 7) and ending approximately at adolescence; in English-speaking countries using the term, the course varies: Australia, six or seven classes plus one kindergarten class (6-12 or 13); Ceylon, six classes (5-11) of which first two constitute the infant school; India, varying between four and six classes (starting age 5 or 6); Irish Republic, eight classes (6-14) after sixth of which pupils pass to secondary school; New Zealand, eight classes (5-13), the sixth leading to secondary school; Union of South Africa, eight classes (6-13) first two termed sub-standards and completion of full eight needed for secondary schooling; U.K. (Northern Ireland) may be 'country' i.e. public, or 'voluntary' i.e. private, with five or six classes (5 or 6 to 11½); U.K. (Scotland) seven classes (5-12) with first two known as the infant division; (b) elementary school is the equivalent and preferred term in other English-speaking countries; (c) in the Philippines the primary course is the first four-year stage of the six-year elementary school; (d) equivalent terms in foreign languages are so rendered in this *Handbook* whenever the original term cannot be given: Czechoslovakia, covering 'first-grade national school' of five years (6-11) and the second-grade school of four years (12-15); Iran, covering two types, the complete or urban school of six classes (7-13) and the incomplete rural school with four classes; Thailand, a four-year course (7-11); (e) used for rendering the Arabic *ibtida,iyah* (q.v.) to distinguish it from the *awwaliyah* or elementary school.

progymnazii (Bulg.): higher primary school of three years (11-14) based on the four-year primary school (Bulgaria).

quatrième degré (Fr.): higher primary course of two years (13-14) now progressively being absorbed by the *école moyenne* and classified under Secondary Education (Belgium).

scuola elementare (Ital.): a primary school of five classes (age-

group 6-11) divided into stages of three and two years (Italy).

scuola elementare di grado inferiore (Ital.): a lower primary school giving a five-year course (starting age 6) and leading to secondary education (Switzerland, Canton of Ticino).

scuola elementare di grado superiore (Ital.): a higher primary school with course up to three years (starting age 11) and leading to secondary school; where pupils are grouped separately from those under 11, the school is termed *scuola maggiore* (Switzerland, Canton of Ticino).

scuola maggiore (Ital.): a higher primary school; see preceding entry.

sekolah rakjat (or rendah) (Indon.): a national primary school with six-year course (starting age 6-7) now being introduced as the standard type (Indonesia).

senior primary school (transl. from Chinese): a two-year course (11-12) following junior primary school (China).

valmistava koulu (Finn.): a preparatory school with three-year course (7-10) (Finland).

voluntary primary school: N. Ireland, private primary school, with five- or six-year course (5 or 6 to 11½).

SECONDARY SCHOOL GROUP

area school: a rural consolidated school which may have primary and secondary departments, latter stressing agriculture (Australia).

athenée (Fr.): a public general secondary school for boys, with six-year course (12-18), top three years for specialization (Belgium).

awwaliyah raqiyah lil-banat (Arab.): an advanced elementary school for girls, classifiable under Primary Education (q.v.).

central school: a district secondary school serving a number of primary schools, varied courses up to five years with curriculum including vocational studies (Australia).

colégio (Port.): second cycle of general secondary education *(grau medio)* based on four years of *ginasio*, with a course of three years (15-18) differentiated into classical and scientific streams (Brazil).

colegio (Sp.): general secondary school, varying in structure from country to country: Argentina, five-year course, last two for specialization in three streams; Bolivia, the *colegio secundario*, boys only, six-year course (starting age 12); Colombia, public or private, six-year course (starting age 12), last two for specialization; Honduras, five-year course (starting age 13); Paraguay, six-year course (starting age 13) in two cycles, 5+1; Salvador, private only, five-year course (starting age 13-14).

collège (Fr.): general secondary school, variously defined: Belgium, private only as opposed to *athenée* and *lycée*, six-year course (12-18); France, public, partly financed by municipality and *departement*, seven-year course (11-18). See *also* the qualified types below.

collège cantonal (Fr.): cantonal college, a secondary school with courses varying from six to eight years (starting age 12) differentiated for literary, commercial and technical streams and leading to higher education (Switzerland, Canton of Fribourg).

collège classique (Fr.): classical college: French-speaking Canada, main type of secondary school for boys, eight-year course (13-20) partly classifiable under Higher Education; France, one type of the more general *collège* (q.v.).

collège moderne (Fr.): general secondary school with four- or seven- year course (starting age 11-12) (France).

county intermediate school: see intermediate school.

cours complémentaires (Fr.): complementary courses forfull-time education at a post-primary level, and variously constituted: France, attached to the primary school, a four-year modern course at a lower secondary level (starting age 11), at times providing vocational streams, leading to normal school or the upper classes of secondary school; Luxembourg, a two-year course (starting age 14) based on and attached to the primary school, terminal in character; Switzerland, Canton of Fribourg, post-school course of about three years (starting age 16) for those who have completed compulsory education requirements at primary and secondary school.

curso supletivo (Port.): supplementary course of two years (13-14) based on five-year primary school, and classified at primary level (Brazil).

district high school: a school combining a primary school and a post-primary department under the same principal, often with a multilateral curriculum at the secondary level (New Zealand).

école moyenne (Fr.): middle or lower general secondary school with three-year course (12-15); sometimes joined to a *section d'athenée* which gives upper secondary education *(humanités)* (Belgium).

école primaire supérieure (Fr.): higher primary school, corresponding to upper level of compulsory education range, and with curriculum that is essentially post-primary; countries using the term classify it variously as primary and secondary, and for convenience it is here treated under the former (q.v.).

école régionale (Fr.): regional or higher primary school, treated by authorities as of primary level (q.v.) (Switzerland, Canton of Fribourg).

école secondaire de district (Fr.): district secondary school based on the six-year primary school, with differentiated curriculum in literary, commercial and agricultural sections and courses of four or three years (starting age 12) (Switzerland, Canton of Fribourg).

école supérieure (Fr.): a type of secondary school with a course of two years (starting age 16) which follows on the *école primaire supérieure* (French-speaking Canada).

escuela secundaria (Sp.): general secondary school with five-year course (starting age 13) in two cycles of three and two years, the latter being preparatory for higher education (Mexico).

escuela secundaria y normalista (Sp.): secondary and normal school, a single institution providing for both general secondary education and teacher training, four-year course (starting age 14 or 15), first three in common, fourth for specialization (Dominican Rep.).

examenskursus (Dan.): supplementary examination course, a secondary 'top' of two or three years (starting age 14 or 15) for rural primary schools (Denmark).

gimnazii, obshtoobrazovatelni (Bulg.): general secondary school of four years (14-18) after seven-year primary education (Bulgaria).

gimnazija (Serbo-Croat): gymnasium or secondary school, in two cycles which may be separate establishments or combined in a complete gymnasium: the lower course, *niza*, four years (starting age 11-12) classified as primary, and the upper, *visa*, four years (starting age 15-16) leading to higher education (FPR of Yugoslavia).

ginásio (Port.): gymnasium or lower secondary school providing the first cycle of four years (11-15) and leading to the *colégio* (Brazil).

ginnasio cantonale (It.): cantonal gymnasium, a lower secondary school with four-year course (starting age 11) based on five-year primary school (Switzerland, Canton of Ticino).

grammar school: a general term for an academic secondary school which leads to professional and higher education: United Kingdom (England and Wales) distinguished as a type from modern and technical secondary schools, course from five to seven years (starting age 11); Northern Ireland, further classified as 'county' and 'voluntary' according as they are public or private, with six- or seven-year course (starting age 11-12); Australia, term still applied to secondary schools founded at an early date on the English model.

gymnasium (Dan.): a higher secondary school with three-year course (15-18), and differentiated curriculum leading to higher education (Denmark).

gymnasium (Dutch): a secondary school with six-year course (starting age 12-13) based on primary school and leading to higher education; last two years differentiated (Netherlands).

Gymnasium (Germ.): a full secondary school with a course of six and a half years (starting age 12) based on the primary school and leading to higher education (Switzerland, Canton of Zürich).

gymnasium (Swed.): upper secondary school or junior college, classified under Higher Education; course varies from three years (starting age 17) based on middle school examination, to four years (starting age 15-16) based on last class but one of middle school; two main streams, classical and modern, lead to the university (Sweden).

gymnasium (translated from Czech): a four-year general course (15-19) based on the nine-year primary course and leading to university (Czechoslovakia).

high school: term for secondary school in many English-speaking countries, and variously qualified according to the type or duration of course; definitions for the simple term are: Australia, varying in States between four and six years (starting age 11-13); Canada, four- or five-year course (14 to 19); India, varying between two and six years (starting age 9 to 12) and leading either to upper secondary or to higher education; Philippines, four-year course (starting age 13) with academic or partly vocational curriculum; Union of South Africa, four-year course (starting age 14), usually academic curriculum. *See also* various types below.

high school, composite: a secondary school with a four-year course (14-18) organized by consolidation in a rural district (Canada).

high school, comprehensive: a public secondary school, usually termed high school, with a partly vocational curriculum (Philippines).

high school, intermediate: lower secondary school with course of three years (starting age 11-13) and a curriculum which may be general or vocational (Australia).

high school, junior: (a) lower secondary school based on a six-year elementary school and leading to the senior high school: Canada, four years (13-17); U.S.A., three years (12-15); (b) lower secondary school not necessarily integrated in such a plan: India, three-year course (starting age 9-12) leading to upper secondary education; Union of South Africa, three-year course (starting age 13) covering top primary and first two secondary classes, and thus an incomplete high school.

high school, junior-senior: combined course of six years (12-18) based on the six-year elementary school and leading to higher education (U.S.A.).

high school, regular (four year): a secondary school with a four-year course based on the eight-year elementary school (U.S.A.).

high school, senior: an upper secondary school based on the junior high school and leading to higher education: Canada, two-year course (16, 17-18); U.S.A., three-year course (15-18).

higher secondary school: upper secondary course of four to six years (starting age 11) following primary or middle school (India).

hogere burgerschool (H.B.S.) (Dutch): high school with five- or six- year course (starting age 12-13) and modern curriculum leading to a career or to higher education (Netherlands).

högre flickskola (Swed.): secondary school for girls, municipal or private, with a course of seven years (starting age 11) based on fourth primary class or of six years (starting age 13) based on sixth primary, and thus two years longer than middle school; upper classes stress hygiene, psychology, home economics (Sweden).

högre folkskola (Swed.): higher primary school, a type which gave rise to the present middle school system; course of two or four years (starting age 13) (Sweden).

hovedskole (Dan.): post-primary rural school with four-year course (10-14) (Denmark).

instituto (Sp.): public secondary school with five-year course (starting age 13) and leading to higher education (Honduras, Salvador).

intermediate college (high classes): school which may provide upper secondary course of two years following middle school (starting age 13-16) as well as courses of university status (generally to intermediate degree level) (India).

intermediate school: (a) a school with a two- or three-year course (starting age 11) based on the six-year primary school and serving pupils still subject to compulsory education either as a terminal course or as a bridge to the secondary school; classified at primary level (New Zealand); (b) lower secondary school classified as 'county' or 'voluntary', according as it is public or private; course of three to four years (starting age 11-12) (Northern Ireland).

(junior) middle school (transl. from Chinese): a school with a three-year post-primary course (12-15) (China).

junior (secondary) school: a lower secondary school: Ceylon, three-year post-primary course (11-14); Scotland, three-year post-primary course (12-15) differentiated for literary, technical, commercial, domestic and rural curricula.

keskikoulu (Finn.): middle or intermediate school with five-year course based on the four-year folk school (starting age 10 or 11) (Finland).

liceo (Ital.): lyceum, a higher secondary school, of which different specialized forms exist; the classical *ginnasio-liceo* has a five-year course (starting age 14) in two stages, 2+3, leading to the university; the *liceo scientifico* has the same duration with a modern curriculum; the *liceo artistico* gives a four-year course leading to the academy (Italy).

liceo cantonale (Ital.): cantonal lyceum, an upper secondary school with a four-year course (starting age 15) leading to higher education (Switzerland, Canton of Ticino).

liceo (Sp.): general secondary school: Bolivia, the *liceo de señoritas*, for girls, gives a six-year course (starting age 12-13); Uruguay, public or private, six-year course (starting age 13) in two cycles 4+2.

lise (Turk.): lyceum or upper secondary school, with four-year course (starting age 16) based on intermediate school and leading to higher education (Turkey).

lower secondary school (trans. from Japanese): school with general course of three years (12-15) falling within the range of compulsory education and leading to upper secondary school (Japan).

lycée (Fr.): general secondary school, variously defined: Belgium, public school for girls, six-year course (12-18), top three differentiated; France, public school for either sex, distinguished from *collèges* on administrative grounds, seven-year course (11-18); Luxembourg, public or private, for either sex, with two types of course for boys, classical lasting seven years, modern six, and the course for girls seven (starting age in all cases 12).

lyceum (Dutch): a secondary school combining the provisions of the gymnasium and the high school; five- or six-year course (starting age 12-13) of which first two are common, then with differentiation into classical and modern streams (Netherlands).

mellanskola (Swed.): middle school, administered by municipality or private body, but otherwise resembling the State *realskola* (q.v.) (Sweden).

mellemskole, examens (Dan.): examination middle school, with academic course of four years (starting age 11 or 12) (Denmark).

mellemskole, examensfri (Dan.): non-examination middle school, with practical pre-vocational course of three or four years (starting age 11 or 12) (Denmark).

middelbare school voor meisjes (Dutch): secondary (lit. intermediate) school for girls, with five-year course (starting age 12-13) and curriculum directed to needs and interests of girls (Netherlands).

middle school, vernacular or Anglo-vernacular: lower secondary school with course varying from two to four years (starting

age 9-12); the medium of instruction is the regional language with English as subject (India).

modern (secondary) school: school with four- or five-year course (11-15) and a practical curriculum (England and Wales).

nepolnaia srednaia shkola (Russ.): incomplete secondary school, with a seven- (at times eight-) year course corresponding to the period of compulsory education (starting age 7 or 8) and thus embracing both primary and lower secondary stages (U.S.S.R.).

oppikoulu (Finn.): general secondary school with eight-year course (starting age 10 or 11) (Finland).

ortaokul (Turk.): intermediate school, with three-year course (starting age 12) and differentiated curriculum which is either general (leading to *lise*) or vocational (Turkey).

polnaia srednaia shkola (Russ.): complete secondary school with ten-year course (starting age 7-8) leading to higher education (U.S.S.R.).

public school: (U.K., England and Wales): independent or private secondary school, mostly boarding, single sex; classified as grammar school type, with five-year course (starting age 11-13) leading to higher education.

realklasse (Dan.): one-year terminal course following the examination middle school (Denmark).

realskola (Swed.): the State middle school which gives general education at the lower secondary level, with four-year course (starting age 13) based on six-year primary education or five-year course (starting age 11) based on fourth primary class (Sweden).

scuola media (Ital.): middle school, a lower secondary school with general course of three years (age-group 11-14) corresponding to upper sector of compulsory education and leading to the *liceo* and to the teachers' institute (Italy).

second-grade school (transl. from Czech): the secondary part of the unified school, giving a four-year course (starting age 11-12) of general character (Czechoslovakia).

secondary school: (a) a school providing the second stage of education, covering approximately the period of adolescence; pupils learn to use independently the tools of learning they have previously mastered, and the curriculum is differentiated in varying degrees to suit the needs and interests of the pupils; the courses may be terminal or preparatory to further or higher education. English-speaking countries using the term: Irish Republic, six-year course (starting age 12) in two cycles 4+2; New Zealand, six years (starting age 13), predominantly academic curriculum, in two cycles 3+3; (b) preferred terms in other English-speaking countries are: grammar school, high school, modern school; (c) used in this *Handbook* to render equivalent foreign terms: Iran, six years (starting age 13) in two cycles 3+2 with final preparatory year leading to university; Thailand, six years (starting age 11) in two cycles 3+3, with subsequent pre-university course of two years.

sekolah menengah atas (Indon.): academic upper secondary school with differentiated three-year course (starting age 16) leading to higher education (Indonesia).

sekolah menengah pertama (Indon.): secondary school with lower cycle of three years (12-15) leading to higher secondary or vocational studies (Indonesia).

Sekundarschule (Germ.): lower secondary school with three-year course (starting age 12) based on six-year primary course (Switzerland, Canton of Zürich).

senior basic school: the top three years of the eight-year basic course (6-14), and thus equivalent to lower secondary level, it may be a separate institution or joined to the junior basic course; characterized by curriculum and methods stressing local crafts (India).

(senior) middle school (transl. from Chinese): an upper secondary school with a three-year course (15-18) (China).

senior (secondary) school: varying usage: (a) Ceylon, a four-year course based on the junior secondary school (14-18), of which last two years are specialized; (b) Scotland, the full five- or six-year secondary course (starting age 12) with differentiated curricula for literary, technical, commercial, domestic and rural interests.

thanawiyah (Arab.): general secondary school, Egypt, five-year course (12-17) divided into general section of four years and special section of preparatory fifth year; Hashemite Jordan, four years (13-17); Iraq, five years (12-17) divided into intermediate three years and preparatory two years; Saudi Arabia, six years; Syria, six years (11-17) divided into intermediate four years and preparatory two years.

Töchterschule (Germ.): secondary school for girls with course of six and a half years (starting age 12) based on primary school (Switzerland, Canton of Zürich).

uitgebreid lager onderwijs: M.U.L.O. or U.L.O. (Dutch): advanced primary school, with a three- or four-year course (starting age 12-13) based on primary school; the curriculum is general and may serve as a bridge to upper secondary or vocational education (Netherlands).

upper secondary school (trans. from Japanese): school with general and vocational course of three years (15-18) based on lower secondary school (Japan).

voluntary intermediate school: see *intermediate school.*

VOCATIONAL SCHOOL GROUP

agricultural high school: a rural secondary school with curriculum varying from country to country: Australia, residential accommodation, varying from strong practical bias to academic schools with some agricultural subjects; Canada, parallel with general high school, post-primary courses of two to six years (13-18); Union of South Africa, full four-year secondary course (starting age 14-15) and practical curriculum.

agricultural institute: establishment for further, i.e. post-secondary education, with courses of one to two years (starting age 18) (England and Wales).

agricultural school: a school with vocational courses varying from one to five years at post-primary or post-middle school level (India).

algemene landbouwschool (or tuinbouwschool) (Dutch): agricultural (or horticultural) high school with courses varying from two to four years (starting age 17-18) based on lowero r full secondary education (Netherlands).

ambachtsschool (Dutch): a technical school for boys, with course of two years at times three or four (starting age 13-14), based on primary school, and with practical curriculum (Netherlands).

ammattikoulu (Finn.): trade school with two- or three-year vocational course at post-primary level (starting age 13-14) (Finland).

anstalter för lägre yrkesutbildung (Swed.): lower vocational school, of various types for industry, commerce, agriculture, domestic work, with a range of part-time and full-time courses generally based on the primary school (starting age from 14 up) (Sweden).

arts and crafts school: school with vocational courses varying from one to five years at post-primary or post-middle school level (India).

basic technical school (transl. from Czech): part-time attendance over three-year course for young workers, compulsory (starting age 15) (Czechoslovakia).

central institution: technical colleges for advanced training (thus classifiable under Higher Education) and grouped on an area basis; provide wide range of courses up to three or four years, based on secondary school (Scotland).

centre d'apprentissage (Fr.): technical training school for apprentices giving three-year course (starting age 14) combining general and vocational education (France).

colegio técnico (Sp.): technical college, a generic term for secondary vocational schools parallel to the general secondary school, differentiated for technical, industrial, commercial and

agricultural training, with a five six- or seven-year course (starting age 13) (Ecuador).

collège technique (Fr.): secondary school with courses varying from four to five years combining general and vocational education (starting age 14) (France).

commercial high school: specialized secondary school: Canada, parallel with high school, post-primary courses of four to six years (starting age 13-14); Union of South Africa, State upper secondary school with two year course (starting age 16-17) of practical type.

commercial school: school with vocational courses varying from one to five years at post-primary or post-middle school level (India).

curso de mestria agricola (Port.): intermediate two-year course in agriculture, following the basic course (starting age 14) (Brazil).

école d'agriculture (Fr.): agricultural school with courses from one to two and a half years (starting age 16) based on second class of secondary school (Switzerland, Canton of Fribourg).

école d'arts domestiques (Fr.): a regional household science school at post-primary level (starting age 16) with course of two or four years (French-speaking Canada).

école ménagère (Fr.): home economics school giving two-year course (starting age 15) based on second class of secondary school (Switzerland, Canton of Fribourg).

école nationale professionnelle (Fr.): national vocational school, a post-primary course of four to five years (starting age 13) with largely technical curriculum (France).

école secondaire professionnelle (Fr.): a vocational secondary school, based on the six-year primary school, giving general education with either vocational training or practical technical skills in a four-year course (starting age 12); leads to corresponding higher education (Switzerland, Canton of Fribourg).

école technique et école des arts-et-métiers (Fr.): cantonal technicum and school of arts and crafts, with four-year course (starting age 15) based on second class of secondary school (Switzerland, Canton of Fribourg).

escola agrotécnica (Port.): technical school of agriculture, with three-year course (starting age 15) corresponding to upper secondary level (Brazil).

escola comercial (Port.): commercial school with a lower secondary course of four years (starting age 11-12) giving basic commercial training (Brazil).

escola industrial (Port.): a basic vocational school or course of four years (starting age 12) corresponding to lower secondary level (Brazil).

escola de iniciação agricola (Port.): basic agricultural school with two-year course (starting age 12) at lower secondary level; may also be a course combined with the following stage of two years, see *curso de mestria* (Brazil).

escola técnica (Port.): technical school with advanced course of three years (starting age 15) corresponding to upper secondary level (Brazil).

escola técnica de comércio (Port.): commercial school with advanced course of three or four years (starting age 15) corresponding to upper secondary level (Brazil).

escuelo agrícola (Sp.): secondary agricultural school, with course of five years at post-primary level (starting age 13) usually under the control of the Director of Agriculture in the Ministry of Economic Affairs (Ecuador).

escuela de agricultura (Sp.): agricultural school with practical courses of two to four years (starting age 13), based on the primary school (Mexico).

escuela de artes manuales (Sp.): school of handicrafts at upper primary and lower secondary level (Dominican Republic).

escuela de artes y oficios (Sp.): school of vocational arts, a secondary vocational school with a technical curriculum: Bolivia, for boys, four-year course, at times adding a two-year preparatory course at primary level; Colombia, varying length of course, beginning after two to six years secondary (13 upwards); Dominican Republic, lower secondary level.

escuela de comercio (Sp.): commercial school, a vocational secondary school: Argentina, Bolivia, a five-year course with last two specialized; Dominican Republic, four years, last specialized (starting age 15); Honduras, course from two to four years (starting age 13).

escuela de comercio elemental (Sp.): lower commercial school with a four-year course (starting age 12-13) at post-primary level (Colombia).

escuela complementaria (Sp.): complementary school, a trade school with a two- or three-year post-primary course (starting age 11), at times with fourth year for specialization (Colombia).

escuela industrial (Sp.): industrial school: (a) Colombia, specialized technical courses at secondary and post-secondary level, varying length of course; (b) Mexico, a trade school with practical courses of two to four years terminal in nature, based on the primary school (starting age 13 up).

escuela industrial de la nación (Sp.): national industrial school; Argentina, generic term for technical schools at secondary level (starting age 12) with courses in three cycles 2-2-3; Bolivia, technical school for boys (starting age 13) with four-year course.

escuela de orientación comercial (Sp.): school of commercial orientation, with two or three-year course (starting age 12) at post-primary level (Colombia).

escuela profesional de señoritas (Sp.): vocational school for girls, with a four-year course based on the first class of secondary school (Bolivia).

escuela secundaria de comercio (Sp.): commercial secondary school parallel to general secondary school, with six-year course, last two for specialization (Colombia).

escuela tecnológica (Sp.): technical school with three-year course (starting age 13) at lower secondary level and leading to further specialized study at the technical vocational school (Mexico).

escuela vocacional agrícola (Sp.): practical schools at post-primary level (starting age 13) with two-year course (Colombia).

escuela vocacional-preparatoria técnica (Sp.): vocational school with technical curriculum, giving two- or three-year course (starting age 15) at upper secondary level (Mexico).

gimnazii (Bulg.): secondary schools, a complete range of which give specialized vocational training on a par with the general secondary school by courses varying from three to five years with speciality (starting age 14). For full list of qualifying terms, see page 76 (Bulgria).

handelsgymnasium (Swed.): commercial college, a school of the gymnasium type with a two-year course, based on middle school (starting age 16-18) or a one-year course based on the gymnasium proper (starting age 19-20) and hence classifiable under Higher Education (Sweden).

Handelsmittelschule (Germ.): secondary commercial school with courses of three to four and a half years (starting age 15) based on lower secondary school (Switzerland, Canton of Zürich).

handelsschool (Dutch): commercial day school with usual course of four years (starting age 13-14) of practical nature (Netherlands).

higher technical school (transl. from Czech.): a four-year course parallel to gymnasium (15-19) and leading to higher education (Czechoslovakia).

higher vocational school (transl. from Thai): school with three-year course at a post-secondary level (Thailand).

Höhere Schulen für die Berufsbildung (Germ.): higher vocational schools, specialized for arts and crafts, industry, commerce, agriculture, home economics, social work; courses vary from two to four years (starting age 15) based on the lower secondary school (Switzerland, Canton of Zürich).

home science school: an intermediate vocational school for girls, post-primary (starting age 11-13), up to five-year course (Australia).

honoristan (Persian): secondary technical school with six-year course (starting age 13) allowing for considerable specialization (Iran).

housecraft high school: residential State school for girls, with four-year course (starting age 14-15) biased towards home economics (Union of South Africa).

huishoudschool (Dutch): home economics school for girls at a lower secondary level, with two-year course (starting age 12-13) (Netherlands).

industrial school: school with practical technical course varying from one to five years at post-primary or post-middle school level (India).

instituto técnico (Sp.): technical institute based on the vocational school and giving a variety of professional courses (starting age 17) of one to five years (Mexico).

intermediate vocational school (transl. from Thai): school with three-year course (starting age 14) based on third year of secondary schooling (Thailand).

istituto tecnico ad indirizzo (Ital.): technical institute with specialized curricula for industrial, commercial, agricultural, feminine and naval occupations at upper secondary level; five-year course (14-19) based on middle school (Italy).

junior technical school: an intermediate vocational school for boys, post-primary, up to five-years course (Australia).

junior vocational school (transl. from Chinese): a type of practical school with three-year course (12-15) at post-primary level, differentiated for agriculture, industry, commerce and home economics (China).

kauppakoulu (Finn.): a commercial school with a two-year course (starting age 13-14) at a lower secondary level (Finland).

kauppaopisto (Finn.): a commercial college with one- or two-year courses at upper secondary level (starting age 18); classifiable under Higher Education (Finland).

lagere landbouwschool (or tuinbouwschool) (Dutch): lower agricultural or horticultural school with a four-year course (starting age 14-15) and practical curriculum (Netherlands).

maatalouskoulu (Finn.): agricultural school, representing wide range of one- to two-year courses (see p. 158) at a post-primary level, starting age between 15 and 25 (Finland).

maatalousopisto (Finn.): agricultural college with a two-year specialized course after middle school or agricultural school; classifiable as Higher Education (Finland).

middelbare huishoudschool (Dutch): home economics high school with two- or three-year course (starting age 17-18) based on lower or full secondary education or previous home economics training (Netherlands).

middelbare landbouwschool (Dutch): agricultural (or horticultural) high school (or *tuinbouwschool*) providing vocational education at upper secondary level with two- to four-year courses (starting age 17-18) based on the third secondary class (Netherlands).

middelbare technische school (M.T.S.) (Dutch): technical high school with courses varying from four to five years (starting age 18) based on lower or full secondary education or previous technical training (Netherlands).

mutawassitah (zira'iyah, tijariyah wa sina'iyah) (Arab.): middle vocational school specialized for agriculture, commerce or industry, with a five-year course (starting age 13) based on the primary school (Egypt).

national agricultural school: vocational school of agriculture, varying courses either four years (starting age 13) at secondary level or two years (starting age 17) at post-secondary level (Philippines).

ootshilishte dopulnitelno (Bulg.): complementary schools, differentiated as practical, industrial and artisanal, all giving three-year course (14-17) and classified by authorities at primary level (Bulgaria).

ootchilishte promishleno praktitchesko (Bulg.): practical industrial schools, post-primary course (14-17) of three years, classified by authorities at primary level (Bulgaria).

ootchilishte, selskostopansko praktitchesko (Bulg.): practical agricultural schools, post-primary course (14-16) of two years, classified by authorities at primary level (Bulgaria).

praktiska mellanskola (Swed.): practical middle school, a lower secondary school parallel to the general *mellanskola* but with more vocational curriculum, diversified for commercial, technical and domestic streams; course of four years (starting age 13) based on the sixth primary class (Sweden).

primary vocational school (trans. from Thai): practical school with courses from two to three years (starting age 11-14) based on the four-year primary school (Thailand).

scuola di avviamento professionale (Ital.): vocational orientation school, corresponding to the middle school, with a three-year course (starting age 11) combining general and practical or pre-vocational subjects (Italy).

scuola (cantonale) dei capimastri (Ital.): cantonal technical school for training foremen, with four-year course (starting age 15) based on the *ginnasio* or lower secondary school (Switzerland, Canton of Ticino).

scuola (cantonale) di comercio (Ital.): secondary commercial school with course of four years (starting age 15) based on the lower secondary school or *ginnasio* (Switzerland, Canton of Ticino).

scuola (cantonale) dei meccanici (Ital.): cantonal technical school for training mechanics, with four-year course (starting age 15) based on *ginnasio* or lower secondary school (Switzerland, Canton of Ticino).

scuola tecnica ad indirizzo (Ital.): vocational schools with specialized curricula for industrial, commercial and agricultural studies; course of two years (14-16) based on the preparatory *scuola di avviamento professionale* and leading to certificate (Italy).

secondary agricultural school: vocational school of agriculture, four-year course (starting age 13) based on elementary school (Philippines).

secondary rural school: vocational school of agriculture, four-year course (starting age 13) based on elementary school (Philippines).

secondary trade school: vocational school parallel to general secondary school, with four-year course (at times shorter two-year course) based on the six-year elementary school; starting age 13 (Philippines).

sekolah kepandaian puteri (Indon.): school of domestic science, with three-year course (starting age 13-14) at lower secondary level (Indonesia).

sekolah menengah ekonomi atas (Indon.): higher grade school of commerce, with specialized three-year course (starting age 15-16) at upper secondary level (Indonesia).

sekolah menengah ekonomi pertama (Indon.): secondary school of commerce, with three-year vocational course (starting age 12-13) at lower secondary level (Indonesia).

sekolah teknik (Indon.): technical school of intermediate level for training of foremen; two-year course (starting age 15-18) based upon lower secondary course or lower technical school (Indonesia).

sekolah teknik menengah (Indon.): technical college with varying courses three to four years (starting age 16-20) based on third or fourth secondary class; classifiable also under Higher Education (Indonesia).

sekolah teknik rendah (Indon.): lower technical school, with practical two-year course (starting age 12-13) at post-primary level (Indonesia).

senior vocational school (transl. from Chinese): a type of school with a three-year course (15-18) at upper secondary level, different institutions for agriculture, industries, commerce, marine, pharmacy and obstetrics (China).

sina'ah ibtida'iyah (Arab.): primary trade school with four-year post-primary course (starting age 12) based on an examination equivalent to sixth elementary year (Egypt).

takmiliyah tijariyah wa takmiliyah zira'iyah (Arab.): complementary school in commerce or in agriculture, with two-year post-primary course (starting age 12) based on an examination equivalent to sixth elementary year (Egypt).

technical college: institution for vocational education with a wide range of courses usually classified under Higher or Further

Education (Australia, Ceylon, Northern Ireland, Union of South Africa); some of the courses may parallel the general secondary school; as an extension to vocational education, the college also provides training courses for kindergarten teachers and teachers of vocational subjects in the Union of South Africa.

technical high school: (a) New Zealand, multi-purpose secondary school with courses of two to four years (starting age 13) and a curriculum biased towards technical or agricultural pursuits; (b) Union of South Africa, a residential State school with a four-year course (starting age 14-15) and essentially practical curriculum.

technical higher secondary school: upper secondary school with a three-year course (starting age 13-16) based on the middle or senior basic school (India).

technical school: (a) India, a school offering a varying course from one to five years, at post-primary or post-middle school level. The term *technical institute* is also used; (b) U.K. (England and Wales), a secondary school with five-year course (starting age 13) and varied curriculum covering industry, commerce, agriculture, home economics, art and music; distinguished as one of the three distinct types of secondary school, the others being *grammar* and *modern*.

technical school (transl. from Czech): a so-called selective third-grade school, i.e. not falling within compulsory school age-limits (starting age 15) and giving a course of less than four years (Czechoslovakia).

technical school (transl. from Persian): elementary vocational school with courses varying from one to three years (starting age 13) at post-primary level (Iran).

technikusky srednye shkoly (Russ.): technical secondary schools or technicums, with various specialized courses of three or four years (starting age 15) based on the incomplete secondary school (U.S.S.R.).

teknillinen koulu (Finn.): technical school, with three-year course at secondary level (Finland).

teknillinen opisto (Finn.): technical college with four-year specialized course at upper secondary level (starting age 21); classifiable under Higher Education (Finland).

tekniska läroverk (Swed.): technical college, a school of the gymnasium type, based on middle school and offering two and three-year courses (starting age 16-18) classifiable also under Higher Education (Sweden).

thanawiyah fanniyah lil-banat (Arab.): technical secondary school for girls with six-year course (starting age 12) based on the primary school (Egypt).

thanawiyah lil-funun al-tarziyah (Arab.): girls' secondary school for embroidery, with five-year course (starting age 12) based on primary school (Egypt).

trade school: a school offering technical courses of one to four years at post-primary level (starting age 17) (Canada).

vocational high school: parallel with general high school and giving a post-primary technical course of four to six years (starting age 13-14) (Canada).

vocational school: institution with curriculum differentiated for urban and rural areas; full-time courses last three to four years (starting age 14) at a secondary level (Irish Republic).

TEACHER-TRAINING GROUP

colegio normal (Sp.): normal school for preparing urban primary teachers, six-year course at secondary level (starting age 13) (Ecuador).

école normale (Fr.): normal school for training primary school teachers; details vary from country to country: French-speaking Canada, three- or four-year course after higher primary school (starting age 15); France, four-year course after lower secondary education (starting age 16); Switzerland, Canton of Fribourg, eight-year course, seven for girls (starting age 12) based on primary school. *See also* qualified types below.

école normale gardienne (Fr.): normal school for training nursery school teachers, three-year course (starting age 15) on completion of the middle school or of fourth stage of primary education (Belgium).

école normale moyenne (Fr.): normal school for training middle school teachers *(régents)*, with a two-year course at post-secondary level (starting age 18) (Belgium).

école normale primaire (Fr.): normal school for training primary school teachers; Belgium, four-year course (starting age 15); Luxembourg, four-year course (starting age 15) based on third secondary class.

egitim enstitüsü (Turk.): institute of education for training intermediate school teachers, with two or three years course (starting age 18 or more) based on secondary school (Turkey).

escola normal (Port.): normal school for training primary school teachers, seven-year course, parallel to full secondary course of two cycles 4+3 (age range 11-18), with professional training in second cycle (Brazil).

escola normal regional (Port.): regional normal school for training rural primary teachers, course of four years at post-primary level (starting age 11) (Brazil).

escuela nacional de maestros (Sp.): national school for teachers: (a) Mexico, a State institution for preparing primary school teachers; (b) Bolivia, a large institution with specialized departments for preparing secondary school teachers (four-year course post-secondary), primary school teachers (two years post-secondary or four years based on fourth secondary class), and kindergarten, music and home economics teachers.

escuela normal (Sp.): normal school of various levels for preparing primary school teachers; the usual type is parallel to the general secondary school, with specialized professional training in the final years of study: Argentina, six years (starting age 13-15); Honduras, five years (13-18); Mexico, six years (13-18); Salvador, five years (starting age 13-14). *See also* qualified types below and *colegio normal*, *instituto normal*, *instituto normal superior*.

escuela normal de maestros (Sp.): lower normal school for preparing primary teachers, with a four-year course (starting age 14) based on the primary school (Paraguay).

escuela normal de profesores (Sp.): normal school for preparing secondary teachers, with three-year course based on lower normal or secondary school (Paraguay).

escuela normal regional (Sp.): regional normal school, with a five-year course in two cycles 3+2 at secondary level (Argentina).

escuela normal regular (Sp.): regular or urban normal school with six-year post-primary course (Colombia).

escuela normal rural (Sp.): normal school for preparing rural teachers with course at a post-primary (at times post-rural primary) level: Bolivia, four years (starting age 13); Colombia, three years (11 upwards) combining general education, practice teaching, agriculture; Dominican Republic, two years (11 upwards); Ecuador, four years (13 upwards); Honduras, three-year course (11 upwards).

escuela normal superior (Sp.): higher normal school for training secondary school teachers: Colombia, post-secondary course of four years of university status; Mexico, post-secondary course of four years (starting age 18) based on normal school or on additional year following full secondary course.

escuela secundaria y normalista (Sp.): a secondary and normal school, a single institution for both general secondary education and teacher training, four-year course (starting age 14 or 15) of which the fourth is specialized for professional studies (Dominican Republic).

folkskoleseminarium (Swed.): training college for primary school teachers with four- or two-year course (starting age 14-18) based on middle school or gymnasium (Sweden).

forskoleseminarium (Dan.): training college for rural infant school teachers, with two-year post-secondary course (18-20) (Denmark).

institoot za ootchiteli (Bulg.): training school for teachers, specialized for kindergarten, primary, higher primary and vocational teachers, all courses being at post-secondary level, two years (18-20) (Bulgaria).

instituto de educaçâo (Port.): institute of education for training primary school teachers, subject specialists and administrators: has first and second cycles of the *escola normal* (q.v.) for age range 11-18, plus one- or two-year course of specialization.

instituto nacional del profesorado secundario (Sp.): an institute for preparing secondary school teachers, with courses at higher education level (Argentina).

instituto normal (Sp.): a normal college for training primary school teachers, with course of seven years (starting age 12-13) of which four are parallel to lower cycle of lyceum and the remaining three are professional (Uruguay).

instituto normal superior: higher normal institute preparing both secondary (four-year course at post-secondary level) and primary teachers (two years post-secondary or four-year course based on the fourth secondary class) (Bolivia).

istituto magistrale (Ital.): teachers' institute for the training of primary school teachers, with a four-year course (starting age 14) based on the middle school and thus parallel to upper secondary education (Italy).

köy enstitüsü (Turk.): rural institute or training centre for rural teachers, with five-year course (starting age 12) based on primary school (Turkey).

kweekschool (Dutch): teacher training college for primary teachers, with four-year course (starting age 16-17) based on lower secondary education (Netherlands).

laererhojskolen (Dan.): teachers' high school, a State institution providing refresher and extension courses, part-time and full-time, over a period of one to three years, for teachers who wish for further specialized training (Denmark).

laererseminarium (Dan.): training college for teachers for upper grades of rural primary schools or for multilateral urban schools, four-year post-secondary course (starting age 17-18) (Denmark).

Lehrerbildungsanstalt (Germ.): normal school for training primary school teachers with a five-year course (starting age 15) based on lower secondary school (Switzerland, Canton of Zürich).

liceu normal (Port.): normal lyceum, preparing secondary school teachers by a two-year course open to university graduates (Portugal).

madrasah (al-mu'allimin al-awwaliyah) (Arab.): elementary training school for teachers in the elementary school *(awwaliyah);* separate institutions for boys and girls; for boys, six-year course (starting age 13) based on an examination equivalent to fourth elementary grade; for girls, three-year course (starting age 15) based on the advanced elementary school (Egypt).

madrasah (al-mu'allimin al-ibtida'iyah) (Arab.): primary training school for teachers in the primary school *(ibtida'iyah);* separate institutions for boys and girls; for boys, three-year course (starting age 16) based on first cycle, i.e. completion of fourth year, of secondary education; for girls, six-year course (starting age 14) based on completion of second year of secondary education (Egypt).

madrasah (al-mu'allimin al-'ulya) (Arab.): higher training school for teachers in the secondary school; separate institutions for men and women; four-year course (starting age 17) at post-secondary level (Egypt).

normal college: term sometimes used as alternative to teacher training college (Union of South Africa).

normal school: (a) an institution for preparing primary school teachers, varying in level from country to country, but in no case conferring degrees. English-speaking countries: Canada, one- or two-year course at secondary and post-secondary level (starting age 17-18); India, a wide range of courses from one to five years (starting age between 9 and 17) at a post-primary or post-middle school level; Philippines, two- or three-year course (starting age 17) based on the general secondary school; U.S.A., two-year course (starting age 18) at post-secondary level, now being superseded by the teachers' college; (b) term used for rendering the equivalent school in China, course varying from one to four years (starting age 12-15) at secondary level.

ögretmen okulu (Turk.): normal school for training urban primary teachers, with three-year course (starting age 16) based on intermediate school (Turkey).

preparatory college: State secondary school for general education of primary teachers, with a four-year course (starting age 14) which leads to the professional course given in a training college (Irish Republic).

provincial training college (transl. from Thai.): a school for training teachers, with varying courses at different levels; possible courses are: three years at lower secondary level (starting age 11); two years at upper secondary level (starting age 14); one year post-secondary (starting age 17) (Thailand).

scuola magistrale (cantonale) (Ital.): cantonal normal school for training primary teachers, with four-year course (starting age 15) based on *ginnasio* or lower secondary school (Switzerland, Canton of Ticino).

secondary normal school: school for training primary teachers, with four-year course (starting age 13) parallel to general secondary school; type found only in rural areas (Philippines).

sekolah guru atas (Indon.): training college for primary school teachers, with three-year course (starting age 16-20) based on lower secondary school or teachers' training school; classifiable partly under Higher Education (Indonesia).

sekolah guru B (Indon.): normal school for training primary school teachers, with four-year course (starting age 15-18) at secondary level (Indonesia).

seminaari (Finn.): seminary or college for training primary school teachers, two-year post-secondary course (20-22) (Finland).

teachers' college: public or private institution of university status, with four-year professional course at post-secondary level; differs from the normal school in that it confers degrees (U.S.A.).

(teacher) training college: current term for an institution preparing primary school teachers, the course combining general and professional studies and lasting as a rule for two years at post-secondary level; the diploma conferred does not have degree status. English-speaking countries using the term: Australia, courses of one to four years (starting age 17); Ceylon, two years (18-20); India, separate institution or classes attached to arts and science college, one or two years (starting age 17); Irish Republic, two years (18-20); New Zealand, two years (starting age 17-18); Union of South Africa, two or three years (starting age 19); U.K., England and Wales, two or three years (starting age 18); N. Ireland, three or four years (starting age 17); Scotland, up to four years (starting age 18).

training college for secondary teachers (transl. from Thai): college with two types of course: junior, three years based on the secondary school (starting age 17); and senior, two years based on previous course or on post-secondary study (starting age 20) (Thailand).

utchyeelsky institut (Russ.): teachers' institute with two- or three-year course (starting age 15) based on the incomplete secondary school (U.S.S.R.).

abnormal children: Australia, 34; Brazil, 63; France, 165; New Zealand, 273; Sweden, 325; Union of S. Africa, 380; U.K. (England and Wales), 397; U.K. (N. Ireland), 409; U.S.A., 430; *See also* special education.
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artistic education: Belgium 45 f.; Bolivia, 53; Dominican Rep., 127; Italy, 218; Portugal, 308; Turkey, 368; Yugoslavia, 447 f.
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